

# **South Carolina Gifted and Talented Best Practices**

## **Identification of Artistically Gifted and Talented Students: Referral, Screening, and Assessment**

**Issued by**

**Office of Academic Standards  
South Carolina Department of Education**



South Carolina  
Department of Education

Together, we can.

**Jim Rex  
State Superintendent of Education**

**2007**

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# Identification of Artistically Gifted and Talented Students: Referral, Screening, and Assessment

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## Identification

State Board of Education Regulation 43-220 specifies requirements and procedures for identifying artistically gifted and talented students. As described in R 43-220, the purposes of the identification process are:

- to find students who display talent beyond that of their peers in one or more arts areas (i.e., dance, music, theatre, and visual arts);
- to assess the aptitudes, attributes, and behaviors of each student; and
- to evaluate each student for the purposes of referral. (24 S.C. Code Ann. Regs. 43-220.3(B)(1)).

This description reflects South Carolina's definition of gifted and talented in R 43-220: "Gifted and talented students are those who are identified in grades one through twelve as demonstrating high performance ability or potential in academic and/or artistic areas and therefore require an educational program beyond that normally provided by the general school program in order to achieve their potential" (24 S.C. Code Ann. Regs. 43-220.1(A)(1)).

South Carolina's definition of gifted and talented students is in keeping with that given in the foreword to *National Excellence: A Case for Developing America's Talent* (Ross 1993), which itself is based on the definition in the federal Jacob K. Javits Gifted and Talented Students Education Act of 1988:

- Children and youth with outstanding talent perform or show the potential for performing at remarkably high levels of accomplishment when compared with others of their age, experience, or environment.
- These children and youth exhibit high performance capability in intellectual, creative, and/or artistic areas, possess an unusual leadership capacity, or excel in specific academic fields. They require services or activities not ordinarily provided by the schools.
- Outstanding talents are present in children and youth from all cultural groups, across all economic strata, and in all areas of human endeavor.

"To put this definition into practice," *National Excellence* continues, "schools must develop a system to identify gifted and talented students" – a system that operates in the following manner:

- Seeks variety – looks throughout a range of disciplines for students with diverse talents;

- Utilizes assessment measures – uses a variety of appraisals so that schools can find students in different talent areas and at different ages;
- Eliminates bias – provides students of all backgrounds with equal access to appropriate opportunities;
- Identifies potential—discovers talents that are not readily apparent in students, as well as those that are obvious; and
- Assesses motivation—takes into account the drive and passion that play a key role in accomplishment. (Ross 1993, 26)

In undertaking the identification process, it is essential for district personnel to remember that, as 43-220 states, “gifted and talented students may be found within any racial, ethnic, or socioeconomic group; within any nationality; within both genders; and within populations with physical disabilities, learning disabilities, or behavioral problems” (24 S.C. Code Ann. Regs. 43-220.3(B)(2)).

To be in compliance with Title IX and the Office for Civil Rights, district personnel should monitor referral, screening, and eligibility data in terms of the previously referenced groups to determine where underrepresentation might occur in the district and to implement strategies to ensure that all students have equal access to referral and are screened with valid, reliable, and appropriate assessments.

R 43-220 describes *identification* as a multi-step process that must include referral, recommendation, demonstration, and placement.

For reporting purposes districts will have to document the following information in their annual report: Regulation 43-220 requires districts to report annually specific data on the gifted and talented program (II.D.1. and III.E.1.).

- Number of students **referred between June 1 and May 30**, for screening during the current school year. (**Referred means nominated for screening by administrator, teacher, parent, and/or student.**)
- Number of students **screened** during the current school year. (**Screened means participated in the assessment for eligibility.**)
- Number of students **newly determined eligible** for services from the number screened above. (**Newly determined eligible means that students met the criteria as prescribed in state regulation when screened this year.**)

This resource document provides an explanation of the entire identification process. Included in the appendix are sample forms to assist districts with the identification process.

## Program Notification

According to R 43-220, school districts must provide parents/guardians with effective, written notice of the gifted education program's existence, its screening and referral procedures, and its eligibility requirements (24 S.C. Code Ann. Regs. 43-220.3(C)(1)(b)(1)). The school district must issue this notice annually with the same level of importance that it does for other significant district activities, policies, and procedures.

Methods for disseminating this notification include brochures and flyers that are distributed during school registration and the inclusion of the notice in the school's student handbook. To ensure broad awareness of the gifted and talented program, the district may wish to use mass media and technology to provide notice throughout all segments of the community. Along with the distribution of written notice, districts may wish to conduct annual meetings to inform parents/guardians about the program and such related issues as the characteristics of artistic giftedness and the role of parents/guardians in the identification of gifted and talented students.

**Districts must make certain that parents/guardians of underrepresented students receive effective notice of the gifted and talented program.**

According to a national survey on identification practices, underrepresented groups include economically disadvantaged students, culturally diverse students, students with minimal proficiency in English, males (when identifying verbal ability below grade five), females (when identifying mathematical ability), intellectually creative students, academically underachieving students, and physically handicapped and learning disabled students (Alvino, McDonnel, and Richert, 1981).

At a minimum, program notification should contain these components:

- (a) the definition of the term *artistic giftedness* as put forth by R 43-220 and the South Carolina Department of Education ;
- (b) the purpose of the gifted and talented program and a description of the district's program models and services in specific arts disciplines including dance, music, theatre, and visual arts;
- (c) a description of the identification process;
- (d) an explanation of the referral process, specifying who may refer a student and how and when a referral can be made;
- (e) an explanation of the demonstration/audition/portfolio and interview process;
- (f) a statement of nondiscrimination or assurance of equity of opportunity for participation (see the sample statement in the appendix); and

- (g) a description of the process for obtaining additional information regarding identification procedures and program services, as well as a clear statement of the process by which parents/guardians may raise concerns with respect to identification, evaluation of students or program, and services.

The district should employ various strategies to determine the effectiveness of the notification procedure. For example, the annual written notice may include a form for parents to sign and return as an acknowledgement that they have received the notice. The district might also periodically conduct parent surveys to assess awareness of the gifted and talented program and to solicit suggestions for disseminating program information.

## **Training and Guidance**

In addition to the notification requirements for parents, R 43-220 mandates that school districts provide training and guidance regarding the characteristics of artistic giftedness for teachers and other district staff involved in the identification process (24 S.C. Code Ann. Regs. 43-220.3(C)(1)(b)(3)). Administrators, guidance counselors, and teachers all require knowledge of the characteristics of artistically gifted and talented students.

Districts should incorporate initial awareness of gifted and talented students in their orientation sessions for new teachers. In addition, annual presentations and discussion on the nature and needs of gifted children should be conducted at each school to ensure that the knowledge base of administrators, guidance counselors, and teachers continues to grow.

## **The District Review Team**

R 43-220 specifies that districts must establish a review team comprised of at least three individuals: an arts teacher, an administrator, and a community person with experience in the arts. This team has the responsibility of ensuring that all instruments used to assess students for placement into the artistically gifted and talented program have been reviewed for bias and that these instruments accurately assess the abilities, skills, and potential in the arts discipline intended to be measured. When subjective measures are used, the review team is responsible for ensuring that the individuals conducting the assessment are trained in order for students to receive a proper evaluation (24 S.C. Code Ann. Regs. 43-220.3(C)(1)(c)).

The district should develop procedures to ensure that students who have not previously qualified for the artistically gifted and talented program are not

overlooked, that students who move into the district have the opportunity to be considered for placement, and that underrepresented student populations are assessed appropriately.

## Referral

After a student has been referred for the gifted and talented program, appropriate persons/teachers should complete the necessary form(s). Referral procedures ensure that students who have demonstrated ability or potential for high performance in artistic areas will have access to the gifted and talented program. In accordance with R 43-220, the district's procedures must allow for referrals from administrators, parents, teachers, and the students themselves (24 S.C. Code Ann. Regs. 43-220.3(C)(1)(a)).

Referral does not itself guarantee a student's acceptance in to the artistically gifted and talented program.

The district's screening referral form should be easily accessible to administrators, parents, teachers, and students. While a sample referral form is included in the appendix of this document, districts should modify this form as well as the others to match their artistic program offerings as closely as possible. However, all referral forms must be approved by the district review team and should be similar to the sample referral form provided in the appendix. The district referral form should include ethnicity information on the modified referral form for later reporting purposes.

Districts must collect and maintain records of all student referrals for use during the assessment process and annual reporting. Forms for reporting these data will be provided by the South Carolina Department of Education. Records should be maintained for at least a year in order to provide information needed for reporting of artistically gifted and talented students in the district's annual report to the SCDE.



## **Recommendation**

As R 43-220 stipulates, "A recommendation form, which may be combined with the referral form, consisting of a checklist to assist with identifying the gifted artistic student will be completed by the dance teacher, the physical education teacher, the classroom teacher, the drama teacher (or the classroom teacher in the elementary school or middle school if the middle school does not have a drama teacher), the music teacher, or the visual arts teacher." (24 S.C. Code Ann. Regs. 43-220.3(C)(2)(a)).

Districts may choose to use a separate recommendation form with either general descriptors of artistic behaviors or specific descriptors of behaviors associated with a particular arts discipline. In addition, as R 43-220 also stipulates, the recommendation form may be combined with the referral form. As with the referral form, however, all recommendation forms must be approved by the review team and should be similar to the sample recommendation forms provided in the appendix. The review team must ensure that all locally developed forms are reviewed for bias and that they accurately assess the student's abilities, skills, and potential in the arts.

The responsibility for assessing a student against the checklist of artistic behaviors is that of the teacher or teachers who have the opportunity to observe a student's behavior in the arts over a period of time. Teachers completing recommendation forms must be trained annually in the use of the form, including explanations of the specific artistic behaviors that comprise the checklist.

Referral and recommendation forms can be printed front and back for convenience.

## **Preliminary Screening**

### **Demonstration/Audition/Portfolio and Interview**

A third component of the identification process for artistically gifted and talented students is a demonstration/audition/portfolio and interview/questionnaire. The demonstration/audition/portfolio allows the evaluation and/or placement team (this placement team could be the same as the adjudicators for the evaluation team) to determine if a student has the potential to function at a high level in one or more of the arts. In addition to the demonstration/audition/portfolio, each student must be interviewed either in person or through a questionnaire to assist the evaluation and/or placement team in determining the placement of the student.

For all interviews, two categories of predetermined questions should be developed: one consisting of at least four questions that address the student's knowledge and skills in the arts area and a second consisting of at least four questions that address the student's attitude and interest in the particular arts area. Answers to both categories of questions should be rated on a point system. (Sample interview forms are included in the appendix.)

Districts may choose to conduct an initial school-level demonstration/ audition/ portfolio for students prior to students participating in a district-level demonstration/audition/portfolio. Districts which have formed a consortium that serves artistically gifted and talented students from more than one district may offer an individual district demonstration/audition prior to the demonstration/ audition for the consortium or coordinate a consortium-wide demonstration/ audition.

Upon a student's recommendation for the program, parents of referred students may elect not to proceed further with the demonstration/audition/portfolio process. Districts must arrange for accommodations for special needs students.

After all students have completed the demonstration/audition/portfolio and the interview, the adjudicators will rank the students in order on the basis of the results of the demonstration/audition/portfolio and the interview.

Demonstration/audition/portfolio forms, interview questions, and rating sheets for dance, drama, music, and visual arts are provided in the appendix. If districts develop the demonstration/audition/portfolio forms, interview questions, and rating sheets other than the ones provided in this document, the review team must approve these forms.

## **DEMONSTRATION/AUDITION /PORTFOLIO ACCOMMODATIONS**

### DANCE

The dance audition should be carefully designed to allow selection of students who demonstrate kinesthetic ability or potential. At all grade levels, criteria taken from the rubric should be evaluated.

It is recommended that the same teachers/artists judge students throughout the demonstration/audition process in order to maintain consistency within the district or school.

A large, open, and safe space with a clean floor is necessary for the dance demonstration/audition. A CD player should be provided. Applicants should dress loose fitting clothes (no denim) in which they can move comfortably.

If districts require a compositional element, students should be given a compositional task during the audition. Such a task allows the observers an opportunity to evaluate a student's ability to problem solve and to perform their own composition.

### DRAMA

The drama auditions may take place in a regular classroom setting or theater. It is recommended that students do not bring props or wear costumes for the audition process.

### MUSIC

No special accommodations are necessary for music. However, a piano should be provided as appropriate for the specific music discipline.

### VISUAL ARTS

A regular visual arts classroom is sufficient for administering the art demonstration/audition/portfolio.

## **GUIDELINES FOR CONDUCTING AN INTERVIEW**

In addition to permitting the adjudicator to use his or her professional judgment during the evaluation, the interview/questionnaire yields valuable insights. The adjudicator should observe the following guidelines if the interview is used to determine a student's eligibility for the artistically gifted and talented program:

Provide a *friendly*, relaxed, and helpful atmosphere for students who are likely to be nervous and unable to demonstrate their best effort. The student auditioning at the very end of the day is entitled to the same degree of attention given the student who appeared first in the morning. In all fairness to the applicants, each should be shown the same degree of attention and consideration in addition to full allotment of interview time.

Avoid making comments to an applicant that may lead to a presumption of acceptance or rejection. Ideally an adjudicator's demeanor should be supportive, and there should be no comments that predict an outcome.

Do not discuss the audition requirements, standards, or criteria with students, their families, or other interested parties.

Arrive sufficiently ahead of the first scheduled interview to have time for all adjudicators to review preliminary data on the students being assessed. The score on the interview form, along with at least one significant observation that served as a basis for the evaluation. It is important to include comments on the evaluation form for future reference.

Combine a directive approach (i.e., the set of predetermined questions) with a nondirective approach that can allow occasional deviation during the interview.

Discuss with the student, during the interview, about his or her school and/or community-related activities. Questions regarding these activities should be appropriate for the age and grade level.

## Evaluation and Placement

Section 24 S.C. Code Ann. Regs. 43-220.3(C)(4)(a), describes the evaluation procedure stage of the identification process as "the responsibility of an evaluation and placement team within the school or district. R 43-220 specifies that the team should be composed of one member of the arts faculty or district arts staff, an administrator, and a member of the community who has expertise in the arts area for which the students have been referred."

It is highly recommended that the administrator be the district gifted and talented coordinator or the district fine arts coordinator. Districts may choose either to have one team for the entire district or to have a team for each arts area. In addition, a district may have teams at individual schools however, one member from one of the school teams should serve on all school teams throughout the district in order to ensure consistency within the district. The evaluation and placement team must be present at the demonstration/audition/portfolio and the interview of each student.

The evaluation and placement team is responsible for interpreting and evaluating student data in such a way that appropriate placement in the gifted and talented program is ensured (24 S.C. Code Ann. Regs. 43-220.3(C)(4)(a)). Some students will meet the eligibility criteria without further assessment. Others, whose recommendation or demonstration/audition/portfolio suggests that they are potential qualifiers, may require additional assessment before the team can determine their placement in the gifted and talented program.

In addition, the evaluation and placement team must develop appropriate written procedures for removing a student from the gifted and talented program (24 S.C. Code Ann. Regs. 43-220.3(C)(4)(a)). Appropriate counseling with the student, as well as conferences with the student's parents/guardians and teachers, must precede his or her removal from the program. Records of any assessment and evaluative measures and other student information must be maintained in a confidential manner. Sample procedures for probation and removal from the program are located in the appendix.

## Referral Form: Artistically Gifted and Talented Program

Student's name: \_\_\_\_\_ SSN: \_\_\_\_\_  
First Middle Last

Sex: ☐ male ☐ female

Ethnicity: ☐ American Indian or Native Alaskan ☐ Asian ☐ Black or African American  
☐ Hispanic or Latino ☐ Native Hawaiian or Pacific Islander ☐ White ☐ Other

Parent/guardian: \_\_\_\_\_ Home phone ( \_\_\_\_ ) \_\_\_\_\_  
area code

Mailing address: \_\_\_\_\_

District: \_\_\_\_\_

School: \_\_\_\_\_

Current grade: \_\_\_\_\_ Homeroom teacher: \_\_\_\_\_

Date referred: \_\_\_\_\_ Referred by [*name*]: \_\_\_\_\_  
Relationship: ☐ teacher  
☐ administrator ☐ parent  
☐ self ☐ peer

Student referred for the following area(s): ☐ dance ☐ drama ☐ music ☐ visual arts

Please use this space to make additional comments regarding the artistic ability of this student:

Date screened: \_\_\_\_\_ Date referred: \_\_\_\_\_

Evaluation team decision: ☐ eligible ☐ ineligible ☐ reassess

Date of team decision: \_\_\_\_\_

## Recommendation Form: Artistically Gifted and Talented Student Checklist

### TO BE COMPLETED BY THE APPROPRIATE ARTS OR CLASSROOM TEACHER

Student: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

School: \_\_\_\_\_ School district: \_\_\_\_\_

Form completed by [*please print name*]: \_\_\_\_\_

Signature: \_\_\_\_\_

Indicate your rating of the following behaviors of the student as you have observed them in your classroom. Put a check in the appropriate box:

Student Performance	Below Basic	Basic	Proficient	Advanced
Exhibits high quality work in one or more arts areas				
Commits to a task in one or more arts areas				
Exhibits arts involvement and interest in class				
Exhibits a willingness to explore arts problems				
Exhibits flexible thinking, uses many approaches to solve a problem creatively.				
Exhibits creative potential				
Goes beyond the obvious and sees unusual relationships				
Investigates arts form in his or her spare time				
Examines and observes in a very thorough manner				
Likes to elaborate upon an idea or add details				

What subject do you teach this student? \_\_\_\_\_

Why do you feel this student should be considered for the artistically gifted and talented program? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Dance Audition Rating Form****Grades 1–6**

Student: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

School: \_\_\_\_\_ School district: \_\_\_\_\_

**Grades Pre K–K:** Students will learn a simple folk dance and then repeat it in small groups. Students will be guided through a structured improvisation that will include levels and body shapes.

**Grades 1–2:** Students will learn a 16-count movement phrase and then they will replicate it in small groups. Students will be guided through a structured improvisation that will include pathway and tempo changes.

**Grades 3–5:** Students will learn a 24-count phrase and then they will replicate it by themselves. Students will be guided through a structured improvisation that will include changes in space, energy and time.

Technical/Physical Skills	<b>Below Basic (1 pt)</b>	<b>Basic (2 pts)</b>	<b>Proficient (3pts)</b>	<b>Advanced (4pts)</b>
A. Musicality	Unable to respond to music	Able to respond to music	Able to respond to music with some individual phrasing	Able to respond to music with individual phrasing
B. Ability to learn sequences	Unable to learn sequences	Able to learn some of the sequence	Able to learn most of the sequence	Able to learn all of the sequence
C. Ability to utilize corrections	Unable to utilize corrections	Able to utilize some corrections	Able to utilize most corrections	Able to utilize all corrections
<b>Creative Improvisation</b>				
A. Individuality	Demonstrates no individuality	Demonstrates some individuality	Clearly demonstrates individuality	Advanced demonstration of individuality
B. Responding to environment (music, space, other dancers, props, etc.)	Does not respond to environment	Responds to environment in one way	Responds to environment in 2-3 ways	Responds to environment in 4 or more ways
C. Ability to solve problems	Unable to solve problems	Able to solve some problems	Able to solve most problems	Able to solve all problems
<b>Effort throughout the audition</b>				
A. Confidence	Demonstrates no confidence	Demonstrates some confidence	Demonstrates confidence	Very confident



B. Concentration	Demonstrates no concentration	Demonstrates some concentration	Demonstrates concentration	Demonstrates very much concentration
C. Energy level	Demonstrates no energy	Demonstrates some energy	Energetic	Very energetic

\_\_\_ **COMBINED TOTAL**

**Comments:**

**Dance Audition Rating Form****Grades 7–12**

Student: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

School: \_\_\_\_\_ School district: \_\_\_\_\_

**Grades 6–8:** Students will learn a 32-count phrase and then they will replicate it by themselves. Students will be given time to improvise while using the elements of dance as their inspiration (body, energy, space, and time).

**Grades 9–12:** Students will learn a 48-count phrase and then they will replicate it by themselves. Students will be given a structured improvisation and then a composition assignment that will allow them to explore and create their own choreography.

Technical/Physical Skills	<b>Below Basic (1 pt)</b>	<b>Basic (2 pts)</b>	<b>Proficient (3pts)</b>	<b>Advanced (4pts)</b>
A. Alignment	Demonstrates no body alignment	Demonstrates some body alignment	Most of the body is aligned	Clear body alignment
B. Coordination	Demonstrates no coordination	Demonstrates some coordination	Mostly coordinated	Clear coordination
C. Flexibility	Demonstrates no flexibility	Demonstrates some flexibility	Flexible	Very flexible
D. Strength	Demonstrates no strength	Demonstrates some strength	Strong	Very strong
E. Musicality	Unable to respond to music	Able to respond to music	Able to respond to music with some individual phrasing	Able to respond to music with individual phrasing
F. Ability to learn sequences	Unable to learn sequences	Able to learn some of the sequence	Able to learn most of the sequence	Able to learn all of the sequence
G. Ability to utilize corrections	Unable to utilize corrections	Able to utilize some corrections	Able to utilize most corrections	Able to utilize all corrections
<b>Creative Improvisation</b>				
A. Individuality	Demonstrates no individuality	Demonstrates some individuality	Clearly demonstrates individuality	Advanced demonstration of individuality
B. Responding to environment (music, space, other dancers, props, etc.)	Does not respond to environment	Responds to environment in one way	Responds to environment in 2-3 ways	Responds to environment in 4 or more

	t			ways
C. Ability to solve problems	Can not solve problems	Able to solve some problems	Able to solve most problems	Able to solve all problems
<b>Effort throughout the audition</b>				
A. Confidence	Zero confidence	Some confidence	Confident	Very confident
B. Concentration	Zero concentration	Some concentration	Concentrated	Very concentrated
C. Energy level	Zero energy	Some energy	Energetic	Very energetic

Artistic Composition <b>9-12 ONLY</b>	<b>Below Basic (1 pt)</b>	<b>Basic (2 pts)</b>	<b>Proficient (3pts)</b>	<b>Advanced (4pts)</b>
A. Theme, statement or idea present	Not present	Somewhat present	Present	Clearly present
B. Development of composition	Demonstrates no development	Demonstrates some development	Mostly developed	Clearly developed
C. Transitions	Demonstrates no transitions	Demonstrates few to some transitions	Mostly clear transitions	Clear transitions overall
D. Clear beginning, middle and end	Unclear	Somewhat clear	Clear	Very clear

\_\_\_\_\_ **COMBINED TOTAL**

**Comments:**

Student: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

School: \_\_\_\_\_ School district: \_\_\_\_\_

Rate each of the following on a 4-point scale, with 4 as the highest:

**Knowledge and Skill**

\_\_\_\_\_ A. What dance performances have you seen? What did you think of them?

\_\_\_\_\_ B. What does a choreographer do?

\_\_\_\_\_ C. What must you do to become a dancer?

\_\_\_\_\_ **TOTAL**

**Attitude and Interest**

\_\_\_\_\_ A. How do you feel when you are dancing? Why do you like to dance?

\_\_\_\_\_ B. How do you feel about learning different ways of moving—or different dance styles?

\_\_\_\_\_ C. Why is it important for dancers to practice/rehearse?

\_\_\_\_\_ D. Why do dancers need to take care of their bodies?

\_\_\_\_\_ E. Dancers often rehearse and perform with other dancers like as a team or an ensemble. Describe a time when you have worked with others and why this important.

\_\_\_\_\_ **TOTAL**

\_\_\_\_\_ **COMBINED TOTAL**

**Comments**

## Rating Form: Dance Interview Grades 7-12

Student: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

School: \_\_\_\_\_ School district: \_\_\_\_\_

Using a 4-point scale, with 4 as the highest, rate the student on each of the following items:

### Knowledge and Skill

- \_\_\_\_\_ A. What do you have to do to become a good dancer?
- \_\_\_\_\_ B. How do you create/compose a dance?
- \_\_\_\_\_ C. What is your experience with dance performance (either as an audience member or participant or both)?

\_\_\_\_\_ **TOTAL**

### Attitude and Interest

- \_\_\_\_\_ A. Why do you want to dance?
- \_\_\_\_\_ B. Describe your commitment to dance.
- \_\_\_\_\_ C. What is your favorite style of dancing? Why?
- \_\_\_\_\_ D. How do you feel about learning new styles of dancing?
- \_\_\_\_\_ E. Why do dancers need to take care of their bodies?
- \_\_\_\_\_ F. Dancers often rehearse and perform with other dancers like as a team or an ensemble. Describe a time when you have worked with other dancers and why this is important.

\_\_\_\_\_ **TOTAL**

\_\_\_\_\_ **COMBINED TOTAL**

**Comments:**

## Referral Form: Artistically Gifted and Talented Program

Student's  
name: \_\_\_\_\_

First

Middle

Last

Sex: ☐ male ☐ female

Ethnicity: ☐ American Indian or Native Alaskan ☐ Asian ☐ Black or African  
American

☐ Hispanic or Latino ☐ Native Hawaiian or Pacific Islander ☐ White ☐ Other

Parent/guardian: \_\_\_\_\_ Home phone ( \_\_\_\_ ) \_\_\_\_\_  
area code

Mailing address: \_\_\_\_\_

District: \_\_\_\_\_

School: \_\_\_\_\_

Current grade: \_\_\_\_\_ Homeroom teacher: \_\_\_\_\_

Date referred: \_\_\_\_\_ Referred by [*name*]: \_\_\_\_\_

Relationship:

☐ administrator

☐ self

☐ teacher

☐ parent

☐ peer

Student referred for the following area(s): ☐ dance ☐ drama ☐ music ☐ visual arts

Please use this space to make additional comments regarding the artistic ability of this student:

Date screened: \_\_\_\_\_ Date referred: \_\_\_\_\_

Evaluation team decision: ☐ eligible ☐ ineligible ☐ reassess

Date of team decision: \_\_\_\_\_

## Recommendation Form: Artistically Gifted and Talented Student Checklist

### TO BE COMPLETED BY THE APPROPRIATE ARTS OR CLASSROOM TEACHER

Student: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

School: \_\_\_\_\_ School district: \_\_\_\_\_

Form completed by [*please print name*]: \_\_\_\_\_

Signature: \_\_\_\_\_

Indicate your rating of the following behaviors of the student as you have observed them in your classroom. Put a check in the appropriate box:

Student Performance	Below Basic	Basic	Proficient	Advanced
Exhibits high quality work in one or more arts areas				
Commits to a task in one or more arts areas				
Exhibits arts involvement and interest in class				
Exhibits a willingness to explore arts problems				
Exhibits flexible thinking, uses many approaches to solve a problem creatively.				
Exhibits creative potential				
Goes beyond the obvious and sees unusual relationships				
Investigates arts form in his or her spare time				
Examines and observes in a very thorough manner				
Likes to elaborate upon an idea or add details				

What subject do you teach this student? \_\_\_\_\_

Why do you feel this student should be considered for the artistically gifted and talented program? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Grades 1-5**

Students should complete two tasks:

**Task 1.** Students sing a short age-appropriate folk song or selection from a classroom textbook selected by the audition committee. Additionally, the district may also choose to audition piano and instrumental music students, with a selection of the student's choice.

**Task 2.** Students respond to rhythmic and melodic echo and question-answer phrases.

**Grades 6-12**

Students should complete three tasks:

**Task 1.** Students perform an instrumental or vocal music selection.

**Task 2.** Students respond to rhythmic and melodic echo and question-answer phrases.

**Task 3.** Students demonstrate sight singing or sight reading skills.



Student: \_\_\_\_\_

Grade: \_\_\_\_\_

Date: \_\_\_\_\_

School: \_\_\_\_\_

School District: \_\_\_\_\_

Instrument/Vocal Range: \_\_\_\_\_

**Task 1.** Students sing a short age-appropriate folk song or selection from a classroom textbook selected by the audition committee. Additionally, the district may also choose to audition piano and instrumental music students, with a selection of the student's choice.

**Task 2.** Students respond to rhythmic and melodic echo and question-answer phrases.

Suggested Parameters: Rhythmic examples should be one measure in length and use values such as eighth, quarter, half, and whole notes and rests in a medium tempo and simple meter. Melodic examples should be one measure in length and limited to G E A -- so, mi, la (grade 1) and C D E G A – do re mi so la (grades 2-3).

**Task 1- Performance of selected piece**

	Emerging 1 point	Basic 2 points	Proficient 3 points	Advanced 4 points	<b>Total</b>
<b>Diction (Vocal Students)</b>	Words were not pronounced clearly, some words unintelligible	There were places in the performance where the words were not clear	All words were clear and understandable	Enunciation was clear and pronunciation demonstrated understanding of the context of the piece.	
<b>Technique/Fundamentals (Instrumental Students)</b>	Demonstrates difficulty navigating some areas of performance skills	Demonstrates average articulation, facility, and coordination	Demonstrates above average articulation, facility, and coordination	Demonstrates excellent articulation, facility, and coordination	
<b>Tonal Quality</b>	Major problems in breathing control and beauty that hindered musical expression.	Tonal Concept was underway but needs further refinement.	Tone was well developed.	Tonal Quality enhanced the performance demonstrating a light, clear sound.	
<b>Musical Expression</b>	Occasionally responds to the requirements of the music, but not with sensitivity.	Responds to the requirements of the music, but not with sensitivity	Generally responds with sensitivity to the requirements of the music	Consistently responds with nuances and sensitivity to the requirements of the music	
<b>Presentation</b>	No evidence of appropriate facial expression, eye contact and posture	Some evidence of appropriate facial expression,	Demonstrates appropriate facial expression,	The presentation was such that the listener was	

		eye contact and posture	eye contact and posture	fully engaged in the performance	
<b>Pitch Accuracy</b>	There were significant pitch problems	There were several places where the pitch was unclear	Most pitches were correct	All pitches were correct	

## Task 2 - Musical Responses

	Emerging 1 point	Basic 2 points	Proficient 3 points	Advanced 4 points	<b>Total</b>
<b>Echo Clapping/Chanting</b>	Unable to replicate the example	Able to replicate some of the example	Mostly able to replicate the example	Accurately able to replicate the example	
<b>Rhythmic Question-Answer</b>	Unable to respond to the same number of measures and/or beats	Able to respond somewhat to the same number of measures and/or beats	Able to respond mostly with the same number of measures and/or beats	Able to respond musically -- including the same number of measures and/or beats	
<b>Melodic Echo</b>	Unable to replicate the example	Able to replicate some of the example	Mostly able to replicate the example	Accurately able to replicate the example	
<b>Melodic Question-Answer</b>	Unable to respond using the aspects contained in the question	Able to respond somewhat to the aspects contained in the question	Able to respond mostly to the aspects contained in the question	Able to respond musically – including aspects contained in the question	

### Over-all Performance

	Emerging 1 point	Basic 2 points	Proficient 3 points	Advanced 4 points	<b>Total</b>
<b>Engagement</b>	Performs with little or no energy, focus, and/or confidence	Performs with some energy, focus, and/or confidence	Performs with a great deal of energy, focus, and confidence	Performs with exceptional energy, focus, sensitivity, intensity, and conviction	
<b>Over-all Performance</b>	Performance is typical of students of a younger age or students with less training	Performance is typical when compared with the students of the same age or training	Performance is advanced when compared with students of the same age or training	Performance is superior when compared with students of the same age or training	

**Total Score – Audition Segment:**

Student: \_\_\_\_\_

Grade: \_\_\_\_\_

Date: \_\_\_\_\_

School: \_\_\_\_\_

School District: \_\_\_\_\_

Instrument/Vocal Range: \_\_\_\_\_

**Task 1.** Students sing a short age-appropriate folk song or selection from a classroom textbook selected by the audition committee. Additionally, the district may also choose to audition piano and instrumental music students, with a selection of the student's choice.

**Task 2.** Students respond to rhythmic and melodic echo and question-answer phrases.

Suggested parameters: Rhythmic examples should be two measures in length and use values such as eighth, quarter, half, dotted figures, and whole notes and rests in a medium tempo and simple meter. Melodic examples should be one measure in length and limited to C D E F G A B C – do, re, mi, fa, so, la, ti, do.

**Audition Rubric  
Music  
Grades 4-5  
Task 1- Performance of selected piece**

	Emerging 1 point	Basic 2 points	Proficient 3 points	Advanced 4 points	<b>Total</b>
<b>Diction (Vocal Students)</b>	Words were not pronounced clearly, some words unintelligible	There were places in the performance where the words were not clear	All words were clear and understandable	Enunciation was clear and pronunciation demonstrated understanding of the context of the piece.	
<b>Technique/ Fundamentals (Instrumental Students)</b>	Demonstrates difficulty navigating some areas of performance skills	Demonstrates average articulation, facility, and coordination	Demonstrates above average articulation, facility, and coordination	Demonstrates excellent articulation, facility, and coordination	
<b>Tonal Quality</b>	Major problems in breathing control and beauty that hindered musical expression.	Tonal Concept was underway but needs further refinement.	Tone was well developed.	Tonal Quality enhanced the performance demonstrating a light, clear sound.	
<b>Musical Expression</b>	Occasionally responds to the requirements of the music, but not with sensitivity.	Responds to the requirements of the music, but not with sensitivity	Generally responds with sensitivity to the requirements of the music	Consistently responds with nuances and sensitivity to the requirements of the music	
<b>Presentation</b>	No evidence of appropriate facial expression, eye contact and posture	Some evidence of appropriate facial expression, eye contact and posture	Demonstrates appropriate facial expression, eye contact and posture	The presentation was such that the listener was fully engaged in the performance	
<b>Pitch Accuracy</b>	There were significant pitch problems	There were several places where the pitch was unclear	Most pitches were correct	All pitches were correct	

## Task 2 - Musical Responses

	Emerging 1 point	Basic 2 points	Proficient 3 points	Advanced 4 points	<b>Total</b>
<b>Echo Clapping/Chanting</b>	Unable to replicate the example	Able to replicate some of the example	Mostly able to replicate the example	Accurately able to replicate the example	
<b>Rhythmic Question-Answer</b>	Unable to respond to the same number of measures and/or beats	Able to respond somewhat to the same number of measures and/or beats	Able to respond mostly with the same number of measures and/or beats	Able to respond musically -- including the same number of measures and/or beats	
<b>Melodic Echo</b>	Unable to replicate the example	Able to replicate some of the example	Mostly able to replicate the example	Accurately able to replicate the example	
<b>Melodic Question-Answer</b>	Unable to respond using the aspects contained in the question	Able to respond somewhat to the aspects contained in the question	Able to respond mostly to the aspects contained in the question	Able to respond musically – including aspects contained in the question	

### **Over-all Performance**

	Emerging 1 point	Basic 2 points	Proficient 3 points	Advanced 4 points	<b>Total</b>
<b>Engagement</b>	Performs with little or no energy, focus, and/or confidence	Performs with some energy, focus, and/or confidence	Performs with a great deal of energy, focus, and confidence	Performs with exceptional energy, focus, sensitivity, intensity, and conviction	
<b>Over-all Performance</b>	Performance is typical of students of a younger age or students with less training	Performance is typical when compared with the students of the same age or training	Performance is advanced when compared with students of the same age or training	Performance is superior when compared with students of the same age or training	

**Total Score – Audition Segment:** \_\_\_\_\_



Student: \_\_\_\_\_

Grade: \_\_\_\_\_

Date: \_\_\_\_\_

School: \_\_\_\_\_

School District: \_\_\_\_\_

Instrument/Vocal Range: \_\_\_\_\_

**Task 1.** Students perform a prepared selection of their choosing. Please consult with your music teacher to determine appropriate selections. All students must bring a copy of their music to the audition. Students may perform with or without accompaniment. Accompaniment tapes, if used, should be instrumental only. Tapes with solo vocal tracks are not acceptable. Students with inappropriate sound tracks will be asked to perform unaccompanied. Popular music is not acceptable for this audition.

**Task 2.** Students respond to rhythmic and melodic echo and question-answer phrases.

Suggested Parameters: Rhythmic examples should be two measures in length and use values such as eighth, quarter, half, dotted figures, triplets and/or whole notes and rests in a medium tempo and simple or compound meter. Melodic examples should be two measures in length and limited to C D E F G A B C – do, re, mi, fa, so, la, ti, do.

**Task 3.** Sight reading example taken from appropriate level material.

**Audition Rubric  
Music  
Grades 6-8  
Task 1- Performance of a Prepared Selection**

	Emerging 1 point	Basic 2 points	Proficient 3 points	Advanced 4 points	<b>Total</b>
<b>Diction (Vocal Students)</b>	Words were not pronounced clearly, some words unintelligible	There were places in the performance where the words were not clear	All words were clear and understandable	Enunciation was clear and pronunciation showed understanding of the context of the piece.	
<b>Technique/ Fundamentals (Instrumental Students)</b>	Demonstrates difficulty navigating some areas of performance skills	Demonstrates average articulation, facility, and coordination	Demonstrates above average articulation, facility, and coordination	Demonstrates excellent articulation, facility, and coordination	
<b>Tonal Quality</b>	Major problems in breathing control and beauty that hindered musical expression.	Tonal Concept was underway but needs further refinement.	Tone was well developed.	Tonal Quality enhanced the performance demonstrating a light, clear sound.	
<b>Musical Expression</b>	Occasionally responds to the requirements of the music, but not with sensitivity.	Responds to the requirements of the music, but not with sensitivity	Generally responds with sensitivity to the requirements of the music	Consistently responds with nuances and sensitivity to the requirements of the music	
<b>Presentation</b>	No evidence of appropriate facial expression, eye contact and posture	Some evidence of appropriate facial expression, eye contact and posture	Demonstrates appropriate facial expression, eye contact and posture	The presentation was such that the listener was fully engaged in the performance	
<b>Pitch Accuracy</b>	There were significant pitch problems	There were several places where the pitch was unclear	Most pitches were correct	All pitches were correct	

## Task 2 - Musical Responses

	<u>Emerging 1 point</u>	<u>Basic 2 points</u>	<u>Proficient 3 points</u>	<u>Advanced 4 points</u>	<b><u>Total</u></b>
<b>Echo Clapping/Chanting</b>	Unable to replicate the example	Able to replicate some of the example	Mostly able to replicate the example	Accurately able to replicate the example	
<b>Rhythmic Question-Answer</b>	Unable to respond to the same number of measures and/or beats	Able to respond somewhat to the same number of measures and/or beats	Able to respond mostly with the same number of measures and/or beats	Able to respond musically -- including the same number of measures and/or beats	
<b>Melodic Echo</b>	Unable to replicate the example	Able to replicate some of the example	Mostly able to replicate the example	Accurately able to replicate the example	
<b>Melodic Question-Answer</b>	Unable to respond using the aspects contained in the question	Able to respond somewhat to the aspects contained in the question	Able to respond mostly to the aspects contained in the question	Able to respond musically – including aspects contained in the question	

**Task 3 (Grades 6-8 and 9-12 only)**  
**Sight Singing/Sight Reading**

	Emerging 1 point	Basic 2 points	Proficient 3 points	Advanced 4 points	Total
<b>Sight Singing/Reading</b>	Intervals/notes, dynamics and rhythm inconsistent throughout	Intervals/notes, dynamics, and rhythm consistent some of the time	Intervals/notes, dynamics, and rhythm consistent most of the time	Intervals/notes and rhythm consistent throughout including accurate representation of musical nuances	

**Over-all Performance**

	Emerging 1 point	Basic 2 points	Proficient 3 points	Advanced 4 points	Total
<b>Engagement</b>	Performs with little or no energy, focus, and/or confidence	Performs with some energy, focus, and/or confidence	Performs with a great deal of energy, focus, and confidence	Performs with exceptional energy, focus, sensitivity, intensity, and conviction	
<b>Over-all Performance</b>	Performance is typical of students of a younger age or students with less training	Performance is typical when compared with the students of the same age or training	Performance is advanced when compared with students of the same age or training	Performance is superior when compared with students of the same age or training	

**Total Score – Audition Segment:** \_\_\_\_\_

Student: \_\_\_\_\_

Grade: \_\_\_\_\_

Date: \_\_\_\_\_

School: \_\_\_\_\_

School District: \_\_\_\_\_

Instrument/Vocal Range: \_\_\_\_\_

**Task 1.** Students perform a prepared selection of their choosing. Please consult with your music teacher to determine appropriate selections. All students must bring a copy of their music to the audition. Students may perform with or without accompaniment. Accompaniment tapes, if used, should be instrumental only. Tapes with solo vocal tracks are not acceptable. Students with inappropriate sound tracks will be asked to perform unaccompanied. Popular music is not acceptable for this audition.

**Task 2.** Students respond to rhythmic and melodic echo and question-answer phrases.

Suggested Parameters: Rhythmic examples should be two measures in length. Melodic examples should be two measures in length.

**Task 3.** Sight reading example taken from appropriate level material.

**Audition Rubric**  
**Music**  
**Grades 9-12**  
**Task 1- Performance of a Prepared Selection.**

	Emerging 1 point	Basic 2 points	Proficient 3 points	Advanced 4 points	Total
<b>Diction (Vocal Students)</b>	Words were not pronounced clearly, some words unintelligible	There were places in the performance where the words were not clear	All words were clear and understandable	Enunciation was clear and pronunciation showed understanding of the context of the piece.	
<b>Technique/ Fundamentals (Instrumental Students)</b>	Demonstrates difficulty navigating some areas of performance skills	Demonstrates average articulation, facility, and coordination	Demonstrates above average articulation, facility, and coordination	Demonstrates excellent articulation, facility, and coordination	
<b>Tonal Quality</b>	Major problems in breathing control and beauty that hindered musical expression.	Tonal Concept was underway but needs further refinement.	Tone was well developed.	Tonal Quality enhanced the performance demonstrating a light, clear sound.	
<b>Musical Expression</b>	Occasionally responds to the requirements of the music, but not with sensitivity.	Responds to the requirements of the music, but not with sensitivity	Generally responds with sensitivity to the requirements of the music	Consistently responds with nuances and sensitivity to the requirements of the music	
<b>Presentation</b>	No evidence of appropriate facial expression, eye contact and posture	Some evidence of appropriate facial expression, eye contact and posture	Demonstrates appropriate facial expression, eye contact and posture	The presentation was such that the listener was fully engaged in the performance	
<b>Pitch Accuracy</b>	There were significant pitch problems	There were several places where the pitch was unclear	Most pitches were correct	All pitches were correct	

## **Task 2 - Musical Responses**

	Emerging 1 point	Basic 2 points	Proficient 3 points	Advanced 4 points	<b>Total</b>
<b>Echo Clapping/Chanting</b>	Unable to replicate the example	Able to replicate some of the example	Mostly able to replicate the example	Accurately able to replicate the example	
<b>Rhythmic Question-Answer</b>	Unable to respond to the same number of measures and/or beats	Able to respond somewhat to the same number of measures and/or beats	Able to respond mostly with the same number of measures and/or beats	Able to respond musically -- including the same number of measures and/or beats	
<b>Melodic Echo</b>	Unable to replicate the example	Able to replicate some of the example	Mostly able to replicate the example	Accurately able to replicate the example	
<b>Melodic Question-Answer</b>	Unable to respond using the aspects contained in the question	Able to respond somewhat to the aspects contained in the question	Able to respond mostly to the aspects contained in the question	Able to respond musically – including aspects contained in the question	

**Task 3 (Grades 6-8 and 9-12 only)**  
**Sight Singing/Sight Reading**

	Emerging 1 point	Basic 2 points	Proficient 3 points	Advanced 4 points	<b>Total</b>
<b>Sight Singing/Reading</b>	Intervals/notes, dynamics and rhythm inconsistent throughout	Intervals/notes, dynamics, and rhythm consistent some of the time	Intervals/notes, dynamics, and rhythm consistent most of the time	Intervals/notes and rhythm consistent throughout including accurate representation of musical nuances	

**Over-all Performance**

	Emerging 1 point	Basic 2 points	Proficient 3 points	Advanced 4 points	<b>Total</b>
<b>Engagement</b>	Performs with little or no energy, focus, and/or confidence	Performs with some energy, focus, and/or confidence	Performs with a great deal of energy, focus, and confidence	Performs with exceptional energy, focus, sensitivity, intensity, and conviction	
<b>Over-all Performance</b>	Performance is typical of students of a younger age or students with less training	Performance is typical when compared with the students of the same age or training	Performance is advanced when compared with students of the same age or training	Performance is superior when compared with students of the same age or training	

**Total Score – Audition Segment:** \_\_\_\_\_



**Knowledge and Skill**

- A. What musical performances have you seen? Tell me about one of them.
- B. Can you sing a high note? A low note?
- C. Can you say something softly? Loudly?

**Attitude and Interest**

- A. How do you feel when you are singing or playing an instrument?
- B. Why is it important for musicians to practice so much?
- C. Who is your favorite musician? Why?
- D. What is your favorite musical instrument? Why?
- E. Musicians often perform with other musicians. Describe what it feels like to sing or play with others.
- F. Why do you want to be in this gifted and talented program?

## Rating Form: Music Interview Grades 1-5

Student: \_\_\_\_\_

Grade: \_\_\_\_\_

Date: \_\_\_\_\_

School: \_\_\_\_\_

School District: \_\_\_\_\_

Using a 4-point scale, with 4 as the highest, rate the student on each of the following items:

### Knowledge and Skill

- \_\_\_\_\_ A. What musical performances have you seen? Tell me about one of them.
- \_\_\_\_\_ B. Can you sing a high note? A low note?
- \_\_\_\_\_ C. Can you say something softly? Loudly?

### Attitude and Interest

- \_\_\_\_\_ A. How do you feel when you are singing or playing an instrument?
- \_\_\_\_\_ B. Why is it important for musicians to practice so much?
- \_\_\_\_\_ C. Who is your favorite musician? Why?
- \_\_\_\_\_ D. What is your favorite musical instrument? Why?
- \_\_\_\_\_ E. Musicians often perform with other musicians. Describe what it feels like to sing or play with others.
- \_\_\_\_\_ F. Why do you want to be in this gifted and talented program?

\_\_\_\_\_ **Combined Total**

### Comments:

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**Knowledge and Skill**

- A. In your opinion, who is the most important present-day musician? Why?
- B. Tell me about a composer you like.
- C. What do you need to know about music to be able to write songs for voices or instruments?
- D. What do you need to do to be a good musician?

**Attitude and Interest**

- A. What do you like about being involved in music?
- B. How do you view your commitment to music?
- C. What is your favorite style of music? Why?
- D. Why do you want to be in this gifted and talented program?

**Rating Form: Music Interview**  
**Grades 6-12**

Student: \_\_\_\_\_

Grade: \_\_\_\_\_

Date: \_\_\_\_\_

School: \_\_\_\_\_

School District: \_\_\_\_\_

Using a 4-point scale, with 4 as the highest, rate the student on each of the following items:

**Knowledge and Skill**

\_\_\_\_\_ A. In your opinion, who is the most important present-day musician?  
Why?

\_\_\_\_\_ B. Tell me about a composer you like.

\_\_\_\_\_ C. What do you need to know about music to be able to write songs for  
voices or instruments?

\_\_\_\_\_ D. What do you need to do to be a good musician?

**Attitude and Interest**

\_\_\_\_\_ A. What do you like about being involved in music?

\_\_\_\_\_ B. How do you view your commitment to music?

\_\_\_\_\_ C. What is your favorite style of music? Why?

\_\_\_\_\_ D. Why do you want to be in this gifted and talented program?

\_\_\_\_\_ **Combined Total**

**Comments:**

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## Referral Form: Artistically Gifted and Talented Program

Student's name \_\_\_\_\_  
First Middle Last

Gender: ☐ male ☐ female

Ethnicity: ☐ American Indian or Native Alaskan ☐ Asian ☐ Black or African American  
☐ Hispanic or Latino ☐ Native Hawaiian or Pacific Islander ☐ White ☐ Other

Parent/guardian: \_\_\_\_\_ Home phone ( \_\_\_\_ ) \_\_\_\_\_  
area code

Mailing address: \_\_\_\_\_

District: \_\_\_\_\_

School: \_\_\_\_\_

Current grade: \_\_\_\_\_

Homeroom teacher: \_\_\_\_\_

Date referred: \_\_\_\_\_ Referred by [*name*]: \_\_\_\_\_

Relationship: ☐ teacher  
☐ administrator ☐ parent  
☐ self ☐ peer

Student referred for the following area(s): ☐ dance ☐ drama ☐ music ☐ visual arts

Please use this space to make additional comments regarding the artistic ability of this student:

Date screened: \_\_\_\_\_ Date referred: \_\_\_\_\_

Evaluation team decision: ☐ eligible ☐ ineligible ☐ reassess

Date of team decision: \_\_\_\_\_

## Recommendation Form: Artistically Gifted and Talented Student Checklist

### TO BE COMPLETED BY THE APPROPRIATE ARTS OR CLASSROOM TEACHER

Student: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

School: \_\_\_\_\_ School district: \_\_\_\_\_

Form completed by [*please print name*]: \_\_\_\_\_

Signature: \_\_\_\_\_

Indicate your rating of the following behaviors of the student as you have observed them in your classroom. Put a check in the appropriate box:

Student Performance	Below Basic	Basic	Proficient	Advanced
Exhibits high quality work in one or more arts areas				
Commits to a task in one or more arts areas				
Exhibits arts involvement and interest in class				
Exhibits a willingness to explore arts problems				
Exhibits flexible thinking, uses many approaches to solve a problem creatively.				
Exhibits creative potential				
Goes beyond the obvious and sees unusual relationships				
Investigates arts form in his or her spare time				
Examines and observes in a very thorough manner				
Likes to elaborate upon an idea or add details				

What subject do you teach this student? \_\_\_\_\_

Why do you feel this student should be considered for the artistically gifted and talented program? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# **Recommendation Form: Artistically Gifted and Talented Program Checklist Drama, Grades 1–3**

**TO BE COMPLETED BY THE APPROPRIATE CLASSROOM OR ARTS TEACHER**

Student: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

School: \_\_\_\_\_ School district: \_\_\_\_\_

Indicate your rating of the following behaviors of the student as you have observed them in your classroom. Put a check mark in the appropriate box:

<b>Student Performance</b>	<b>Emerging</b>	<b>Basic</b>	<b>Proficient</b>	<b>Advanced</b>
A. Volunteers to participate in classroom plays and improvisational scenes				
B. Follows through effectively				
C. Demonstrate an emotion, a physical feeling, or a situation through facial and vocal expressions				
D. Mimics people and animals in simple activities				
E. Presents self with ease				
F. Shows originality and creativity in day-to-day activities				
G. Describes the action of a story— the who, what where, the feelings of the characters				

What do you teach this student? \_\_\_\_\_

Why do you feel this student should be considered for the artistically gifted and talented program in drama? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Form completed by [*please print name*]: \_\_\_\_\_

Signature: \_\_\_\_\_

# **Recommendation Form: Artistically Gifted and Talented Program Checklist Drama, Grades 4–8**

**TO BE COMPLETED BY THE APPROPRIATE CLASSROOM TEACHER OR ARTS EDUCATOR**

Student: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

School: \_\_\_\_\_ School district: \_\_\_\_\_

Indicate your rating of the following behaviors of the student as you have observed them in your classroom. Put a check mark in the appropriate box:

<b>Student Performance</b>	<b>Emerging</b>	<b>Basic</b>	<b>Proficient</b>	<b>Advanced</b>
A. Shows a strong interest in dramatic activities and expresses satisfaction in having participated				
B. Communicates feelings by means of gestures and facial and vocal expressions				
C. Adept at role-playing and creating appropriate dialogue for the character being portrayed				
D. Identifies and demonstrates the conflict in a given situation				
E. Uses his or her voice to reflect a change of idea or mood				
F. Reads aloud with articulation and good use of vocal inflection				
G. Creates and develops a dramatically effective and logical series of events in original stories or plays				

What subject do you teach this student? \_\_\_\_\_

Why do you feel this student should be considered for the artistically gifted and talented program in drama? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Form completed by [*please print name*]: \_\_\_\_\_

Signature: \_\_\_\_\_



# **Recommendation Form: Artistically Gifted and Talented Program Checklist Drama, Grades 9–12**

**TO BE COMPLETED BY THE APPROPRIATE CLASSROOM TEACHER OR ARTS EDUCATOR**

Student: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

School: \_\_\_\_\_ School district: \_\_\_\_\_

Indicate your rating of the following behaviors of the student as you have observed them in your classroom. Put a check mark in the appropriate box:

<b>Student Performance</b>	<b>Emerging</b>	<b>Basic</b>	<b>Proficient</b>	<b>Advanced</b>
A. Enthusiastic about drama/theater and is eager to express ideas in that art form				
B. Curious about drama/theater and its creative process				
C. Reads and interprets dramatic literature with a flair				
D. Imaginative in the creation of character and environment				
E. Shows natural dramatic ability while relating experiences or telling stories				
F. Adept at "on the spot" role-playing and improvisation				
G. Gets others to respond physically (e.g., laugh, frown) and emotionally to his or her portrayals				
H. Uses facial expressions, gesture, and movement to express feelings				
I. Uses his or her voice and body movement effectively when imitating people, animals, and sounds				
J. Shows confidence in performance				
K. Seeks outside performance opportunities				
L. Demonstrates the ability to evaluate theatrical works critically				

What subject do you teach this student? \_\_\_\_\_

Why do you feel this student should be considered for the artistically gifted and talented program in drama? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Form completed by [*please print name*]: \_\_\_\_\_

Signature: \_\_\_\_\_

**Knowledge and Skill**

- A. What is the difference between a character and an actor?
- B. What makes a play or a movie different than a story?

**Attitude and Interest**

- A. Why do you like to act?
- B. When did you first realize that you were interested in drama?
- C. Who is your favorite actor? Why?
- D. What is your favorite type of character to play? Why?
- E. What would be your least favorite type of character to play? Why?
- F. In what types of drama activities have you been involved?
- G. Why do you want to be in this gifted and talented program?

Student: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

School: \_\_\_\_\_ School district: \_\_\_\_\_

Using a 4-point scale, with 4 as the highest, rate the student on each of the following items:

**Knowledge and Skill**

\_\_\_\_\_ A. What is the difference between a character and an actor?

\_\_\_\_\_ B. What makes a play or a movie different than a story?

\_\_\_\_\_ **TOTAL****Attitude and Interest**

\_\_\_\_\_ A. Why do you like to act?

\_\_\_\_\_ B. When did you first realize that you were interested in drama?

\_\_\_\_\_ C. Who is your favorite actor? Why?

\_\_\_\_\_ D. What is your favorite type of character to play? Why?

\_\_\_\_\_ E. What would be your least favorite type of character to play? Why?

\_\_\_\_\_ F. In what types of drama activities have you been involved?

\_\_\_\_\_ G. Why do you want to be in this gifted and talented program?

\_\_\_\_\_ **TOTAL**\_\_\_\_\_ **COMBINED TOTAL****Comments:**

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**Knowledge and Skill**

- A. Why do plays have an intermission?
- B. Who has the final say-so or authority with regard to the production of a play? Why?
- C. Why is drama considered one of the fine arts?
- D. Lighting helps to create mood. What else creates mood in a theatrical production?

**Attitude and Interest**

- A. How do you view your commitment to drama?
- B. What plays have you read in the past year? Which was your favorite? Why?
- C. What would be your least favorite type of character to play? Why?
- D. When did you first realize that you were interested in drama?
- E. How do you feel if people laugh at the wrong parts during a play?
- F. What qualities do you have that encourage you to continue your study of drama?
- G. Why do you want to be in this gifted and talented program?

Student: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

School: \_\_\_\_\_ School district: \_\_\_\_\_

Using a 4-point scale, with 4 as the highest score, rate the student on each of the following items:

**Knowledge and Skill**

\_\_\_\_\_ A. Why do plays have an intermission?

\_\_\_\_\_ B. Who has the final say-so or authority with regard to the production of a play? Why?

\_\_\_\_\_ C. Why is drama considered one of the fine arts?

\_\_\_\_\_ D. Lighting helps to create mood. What else creates mood in a theatrical production?

\_\_\_\_\_ **TOTAL**

**Attitude and Interest**

\_\_\_\_\_ A. How do you view your commitment to drama?

\_\_\_\_\_ B. What plays have you read in the past year? Which was your favorite? Why?

\_\_\_\_\_ C. What would be your least favorite type of character to play? Why?

\_\_\_\_\_ D. When did you first realize that you were interested in drama?

\_\_\_\_\_ E. How do you feel if people laugh at the wrong parts during a play?

\_\_\_\_\_ F. What qualities do you have that encourage you to continue your study of drama?

\_\_\_\_\_ G. Why do you want to be in this gifted and talented program?

\_\_\_\_\_ **TOTAL**

\_\_\_\_\_ **COMBINED TOTAL**

Comments: \_\_\_\_\_

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**Knowledge and Skill**

- A. Define the term “conflict” and explain why conflict is an essential part of every play.
- B. What is a protagonist?
- C. Why is drama considered one of the fine arts?
- D. Lighting helps to create mood. What else creates mood in a theatrical production?

**Attitude and Interest**

- A. Why do you want to participate in the gifted and talented drama program?
- B. How do you view your commitment to drama?
- C. What plays have you read? Which is your favorite? Why?
- D. How do you go about creating a character?
- E. When did you first realize that you were interested in drama?
- F. What qualities do you have that encourage you to continue your studies in a drama class for gifted and talented students?
- G. In what plays and/or performance activities have you participated?
- H. What is your past theatre training?
- I. Why do you want to be in this gifted and talented program?

Student: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

School: \_\_\_\_\_ School district: \_\_\_\_\_

Using a 4-point scale, with 4 as the highest, rate the student on each of the following items:

**Knowledge and Skill**

- \_\_\_\_\_ A. Define the term "conflict" and explain why conflict is an essential part of every play.
- \_\_\_\_\_ B. What is a protagonist?
- \_\_\_\_\_ C. Why is drama considered one of the fine arts?
- \_\_\_\_\_ D. Lighting helps to create mood. What else creates mood in a theatrical production?

\_\_\_\_\_ **TOTAL****Attitude and Interest**

- \_\_\_\_\_ A. Why do you want to participate in the gifted and talented drama program?
- \_\_\_\_\_ B. How do you view your commitment to drama?
- \_\_\_\_\_ C. What plays have you read? Which is your favorite? Why?
- \_\_\_\_\_ D. How do you go about creating a character?
- \_\_\_\_\_ E. When did you first realize that you were interested in drama?
- \_\_\_\_\_ F. What qualities do you have that encourage you to continue your studies in a drama class for gifted and talented students?
- \_\_\_\_\_ G. In what plays and/or performance activities have you participated?
- \_\_\_\_\_ H. What is your past theatre training?
- \_\_\_\_\_ I. Why do you want to be in this gifted and talented program?

\_\_\_\_\_ **TOTAL**\_\_\_\_\_ **COMBINED TOTAL****Comments:**

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**GRADES 1–3**

Students complete two tasks:

**Task 1.** Portray a person involved in a specific action. [*For example, show me the way that you would act out a small child playing with a ball*]

**Task 2.** Tell us one of your favorite stories.

**GRADES 4–8**

Students complete two tasks:

**Task 1.** Improvise a 30 second scene with beginning, middle, and end, in response to a given character and situation. [*For example, you have misplaced your homework and you have to convince your teacher that you did it.*]

**Task 2.** Perform a one-minute *memorized* presentation of a monologue or narrative. [*Students will need advanced notice of this task prior to the audition in order to prepare their monologues*]

**GRADES 9–12**

Students complete three tasks:

**Task 1.** Perform two one-minute *memorized* and contrasting monologues. [*Students will need advanced notice of this task prior to the audition in order to prepare their monologues.*]

**Task 2.** Improvise a one to two-minute scene with beginning, middle, and end, in response to a given character and situation. [*For example, you are on your first airplane flight and experience turbulence.*]

**Task 3.** Perform a 30-second prepared pantomime with beginning, middle, and end of a person or animal engaged in an activity. [*For example, you are a dog hiding a bone.*]



**Rating Form: Drama Audition Tasks****Grades 1–3 and 4–8**

Student: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

School: \_\_\_\_\_ School district: \_\_\_\_\_

**GRADES 1–3****Task 1.** Portray a person involved in a specific action. *[For example, show me the way that you would act out a small child playing with a ball]***Task 2.** Tell us one of your favorite stories.**GRADES 4–8****Task 1.** Improvise a 30 second scene with beginning, middle, and end, in response to a given character and situation. *[For example, you have misplaced your homework and you have to convince your teacher that you did it.]***Task 2.** Perform a one-minute *memorized* presentation of a monologue or narrative. *[Students will need advanced notice of this task prior to the audition in order to prepare their monologues.]*

Using a 4-point scale, with 4 as the highest, rate the student on each of the following items:

**Task 1**

\_\_\_\_\_ Creativity  
\_\_\_\_\_ Physical expression  
\_\_\_\_\_ Facial expression  
\_\_\_\_\_ Vocal expression  
\_\_\_\_\_ Projection  
\_\_\_\_\_ Articulation  
\_\_\_\_\_ Use of detail  
\_\_\_\_\_ Characterization  
\_\_\_\_\_ Overall impression

\_\_\_\_\_ **TOTAL**\_\_\_\_\_ **COMBINED TOTAL****Task 2**

\_\_\_\_\_ Creativity  
\_\_\_\_\_ Physical expression  
\_\_\_\_\_ Facial expression  
\_\_\_\_\_ Vocal expression  
\_\_\_\_\_ Projection  
\_\_\_\_\_ Articulation  
\_\_\_\_\_ Use of detail  
\_\_\_\_\_ Characterization  
\_\_\_\_\_ Overall impression

\_\_\_\_\_ **TOTAL****Comments:**

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Student: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

School: \_\_\_\_\_ School district: \_\_\_\_\_

**Task 1.** Perform two one-minute *memorized* and contrasting monologues.

**Task 2.** Improvise a one to two-minute scene with beginning, middle, and end, in response to a given character and situation. *[For example, you are on your first airplane flight and experience turbulence.]*

**Task 3.** Perform a 30-second prepared pantomime with beginning, middle, and end of a person or animal engaged in an activity. *[For example, you are a dog hiding a bone.]*

Using a 4-point scale, with 4 as the highest, rate the student on each of the following items:

**Task 1, First Monologue**

\_\_\_\_\_ Creativity  
 \_\_\_\_\_ Physical expression  
 \_\_\_\_\_ Facial expression  
 \_\_\_\_\_ Vocal expression  
 \_\_\_\_\_ Projection  
 \_\_\_\_\_ Articulation  
 \_\_\_\_\_ Use of detail  
 \_\_\_\_\_ Characterization  
 \_\_\_\_\_ Overall impression  
 \_\_\_\_\_ **TOTAL**

**Task 2 Improvisation**

\_\_\_\_\_ Creativity  
 \_\_\_\_\_ Physical expression  
 \_\_\_\_\_ Facial expression  
 \_\_\_\_\_ Vocal expression  
 \_\_\_\_\_ Projection  
 \_\_\_\_\_ Articulation  
 \_\_\_\_\_ Use of detail  
 \_\_\_\_\_ Characterization  
 \_\_\_\_\_ Overall impression  
 \_\_\_\_\_ **TOTAL**

### Task 1 Second Monologue

\_\_\_\_\_ Creativity  
\_\_\_\_\_ Physical expression  
\_\_\_\_\_ Facial expression  
\_\_\_\_\_ Vocal expression  
\_\_\_\_\_ Projection  
\_\_\_\_\_ Articulation  
\_\_\_\_\_ Use of detail  
\_\_\_\_\_ Characterization  
\_\_\_\_\_ Overall impression  
\_\_\_\_\_ **TOTAL**

### Task 3 Pantomime

\_\_\_\_\_ Characterization  
\_\_\_\_\_ Physical expression  
\_\_\_\_\_ Creativity  
\_\_\_\_\_ Use of detail  
\_\_\_\_\_ **TOTAL**  
  
\_\_\_\_\_ **COMBINED TOTAL**

**Comments:**

## Rubric for Rating Drama Audition Tasks

<b>Criteria</b>	<b>Emerging 1 point</b>	<b>Basic 2 points</b>	<b>Proficient 3 points</b>	<b>Advanced 4 points</b>
<b>Creativity</b>	Minimally communicates character and/or situation	Communicates character and/or situation	Communicates fully-developed character and/or situation	Fluently communicates unique fully-developed character and/or situation
<b>Physical expression</b>	Uses little or no gesture and physicalization to define the character and/or situation	Uses limited gesture and physicalization to define the character and/or situation	Uses some gesture and physicalization to define the character and/or situation	Uses gesture and physicalization to specifically define the character and/or situation
<b>Facial expression</b>	Uses little or no facial expression to define the character and/or situation	Uses limited facial expression to define the character and/or situation	Uses some facial expression to define the character and/or situation	Uses facial expression to clearly define the character and/or situation
<b>Vocal expression</b>	Uses little or no vocal expression to define the character and/or situation	Uses limited vocal expression to define the character and/or situation	Uses some vocal expression to define the character and/or situation	Uses vocal expression to clearly define the character and/or situation
<b>Projection</b>	Speaks with inaudible volume making it impossible for any audience members to hear	Speaks with limited and inconsistent volume, often making it difficult for the audience members to hear	Speaks with volume that can be heard by most of the audience members	Speaks with volume that can be clearly and easily heard by all audience members
<b>Articulation</b>	Uses diction that is largely unintelligible to the audience	Uses diction that is inconsistent, making it difficult for the audience to understand	Uses clear diction that is understood by most audience members	Uses clear and effective diction that is easily understood by all audience members
<b>Use of detail</b>	Uses few or no details to define the character	Uses limited details to define the	Uses some specific details to define the	Uses many specific details to define the

	and situation	character and situation	character and situation	character and situation
<b>Characterization</b>	Character has not been developed	Character is emerging, but not clearly defined	Character is believable and fully developed through body and voice	Character is believable, fully and effectively developed through voice and body, and is driven by a clear objective
<b>Overall impression</b>	Demonstrates a Emerging level of accomplishment and potential within the discipline	Demonstrates a Basic level of accomplishment and potential within the discipline	Demonstrates a high level of accomplishment and potential within the discipline	Demonstrates a significant level of accomplishment and potential within the discipline

## Referral Form: Artistically Gifted and Talented Program

Student's name: \_\_\_\_\_ SSN: \_\_\_\_\_  
First Middle Last

Gender: ☐ male ☐ female

Ethnicity: ☐ American Indian or Native Alaskan ☐ Asian ☐ Black or African American  
☐ Hispanic or Latino ☐ Native Hawaiian or Pacific Islander  
☐ White ☐ other

Parent/guardian: \_\_\_\_\_ Home phone ( \_\_\_\_ ) \_\_\_\_\_  
area code

Mailing address: \_\_\_\_\_

District: \_\_\_\_\_

School: \_\_\_\_\_

Current grade: \_\_\_\_\_ Homeroom teacher: \_\_\_\_\_

Date referred: \_\_\_\_\_ Referred by [*name*]: \_\_\_\_\_  
Relationship: ☐ teacher  
☐ administrator ☐ parent  
☐ self ☐ peer

Student referred for the following area(s): ☐ dance ☐ drama ☐ music ☐ visual arts

Please use this space to make additional comments regarding the artistic ability of this student:

Date screened: \_\_\_\_\_ Date referred: \_\_\_\_\_

Evaluation team decision: ☐ eligible ☐ ineligible ☐ reassess

Date of team decision: \_\_\_\_\_

## Recommendation Form: Artistically Gifted and Talented Student Checklist

### TO BE COMPLETED BY THE APPROPRIATE ARTS OR CLASSROOM TEACHER

Student: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

School: \_\_\_\_\_ School district: \_\_\_\_\_

Form completed by [*please print name*]: \_\_\_\_\_

Signature: \_\_\_\_\_

Indicate your rating of the following behaviors of the student as you have observed them in your classroom. Put a check in the appropriate box:

Student Performance	Below Basic	Basic	Proficient	Advanced
A. Exhibits high quality work in one or more arts areas				
B. Commits to a task in one or more arts areas				
C. Exhibits arts involvement and interest in class				
D. Exhibits a willingness to explore arts problems				
E. Exhibits flexible thinking, uses many approaches to solve a problem creatively.				
F. Exhibits creative potential				
G. Goes beyond the obvious and sees unusual relationships				
H. Investigates arts form in his or her spare time				
I. Examines and observes in a very thorough manner				
J. Likes to elaborate upon an idea or add details				

What subject do you teach this student? \_\_\_\_\_

Why do you feel this student should be considered for the artistically gifted and talented program? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- These tasks should be administered by a visual arts teacher or a trained artist.
- These tasks should be rated by the evaluation/placement team compromised of one member of the arts faculty or district arts staff, an administrator, and a member of the community with expertise in the arts area for which the student has been referred.
- The audition in this sample demonstrates a student's ability to draw from observation. The portfolio demonstrates a student's ability to draw from his or her imagination and use a variety of media.

**Audition**

On-site still life drawings are completed by students. The still life created for each group will include objects appropriate for the grade levels. Students are instructed to draw the objects as realistically as possible, paying close attention to proportion, placement, and shading.

**Portfolio**

For each grade level, students create a portfolio of specific assignments.

**Portfolio suggestions****Grades 1–3**

Create an artwork that has a house, a person , and a tree.

Using line only, create a drawing of a plant. (no color or shading)

Using color, create an drawing of at least one toy.

**Grades 4–5**

Using a mirror, draw a self-portrait.

Using line, create an artwork including three different shoes.

Draw a landscape with color that demonstrates the use of depth.

Create a creature from another planet.

**Grades 6–8**

Create a drawing of a plant using at least five values.

Create a self-portrait from an unusual viewpoint.

Design a book jacket for your autobiography using color.

Create an artwork of a fantasy landscape using mixed media.

Draw a corner of a room with at least three pieces of furniture.

(Alternative portfolio requirements may be considered for rising sixth graders.)

**Grades 9–12**

Draw a still life that includes fabric, a transparent object, and something reflective.

Create a portrait of a person that includes three different views of that person.

Create an abstract design that communicates conflict resolution.

Draw a crumpled piece of paper using at least five values.



**Rating Form: On-site Still life Drawing****Grades 1–12****Student:** \_\_\_\_\_ **Grade:** \_\_\_\_\_ **Date:** \_\_\_\_\_**School:** \_\_\_\_\_ **School district:** \_\_\_\_\_

Using a 4-point scale, with 4 as the highest, rate the student on each of the following items:

<b>Skills</b>	<b>Below Basic 1 point</b>	<b>Basic 2 points</b>	<b>Proficient 3 points</b>	<b>Advanced 4 points</b>	<b>Total</b>
<b>Accurate proportions</b>	Little or no evidence of an ability to represent accurate proportions.	Some areas of the drawing have accurate proportions, but the items are inconsistently drawn.	Most objects have accurate proportions.	.All objects have accurate proportions.	
<b>Accurate placement of objects</b>	Objects are not placed correctly.	A few of the objects in the still life are places correctly placed in relation to each other.	Most objects are accurately placed within the composition.	All objects are accurately placed within the composition.	
<b>Details</b>	The drawing lacks almost all detail or it is unclear.	Drawing has few details. It is primarily representational with very little use of pattern, shading, or texture.	Drawing is expressive and somewhat detailed. Some use has been made of pattern, shading, or texture.	Drawing is expressive and detailed. Shapes, patterns, shading, and/or texture are used to add interest to the drawing. Student has control of the medium and is experiments with the medium as well.	
<b>Use of space/ Composition</b>	There is a lack of planning the composition. The drawing is not balanced and/or does not have good use of space	There is evidence of an attempt to create balance within the composition with some success.	The composition demonstrates adequate use of space in creating the composition	The student has created a balanced composition with effective use of space.	

\_\_\_\_\_ **TOTAL****Comments:**


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**Student:** \_\_\_\_\_ **Grade:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**School:** \_\_\_\_\_ **School district:** \_\_\_\_\_

For each item listed below, rate the student's overall portfolio on a 4-point scale, giving 1 point for below-average work and 4 points for outstanding work:

<b>Student Performance</b>	<b>Below Basic 1 point</b>	<b>Basic 2 points</b>	<b>Proficient 3 points</b>	<b>Advanced 4 points</b>	<b>Total</b>
<b>Originality: New or independent approach</b>	Work does not have unique qualities. Very basic elements are present.	Some areas of the composition demonstrate new approaches or characteristics.	Many elements of the composition express an original interpretation of the subject.	The work demonstrates ingenuity and a unique approach to the problem.	
<b>Creativity: Changing concepts and perception</b>	Work lacks creativity and is uninteresting.	Some areas of the work demonstrate creative expression.	Work illustrates creative thinking.	There is a presence of inspiration and intuitive insights.	
<b>Technical Ability</b>	Work suggests a lack of technical ability.	Work suggests technical ability in some media.	Work suggests technical ability in most media used.	Work demonstrates appropriate and proficient skills in all media used.	
<b>Proficiency Using a Variety of Media</b>	Unable to use media to communicate ideas effectively.	Uses a variety of media to communicate ideas.	Applies media with confidence and sensitivity.	Uses media to solve challenging visual problems.	
<b>Overall Impression</b>	Work lacks consistency in selecting appropriate media and techniques.	Body of artwork illustrates consistency in skills and knowledge.	Artwork demonstrates appropriate media and techniques.	All work demonstrates mastery of applied media and techniques, as well as,	

				use of elements and principles of design.	
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\_\_\_\_\_ **TOTAL**

Comments\_\_\_\_\_

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**Rating Form: Visual Arts Portfolio****Grades 6-12****Student:** \_\_\_\_\_ **Grade:** \_\_\_\_\_ **Date:** \_\_\_\_\_**School:** \_\_\_\_\_ **School district:** \_\_\_\_\_

For each item listed below, rate the student's overall portfolio

<b>Student Performance</b>	<b>Below Basic 1 point</b>	<b>Basic 2 points</b>	<b>Proficient 3 points</b>	<b>Advanced 4 points</b>	<b>Total</b>
<b>Originality: New or independent approach</b>	Work does not have unique qualities. Very basic elements are present.	Some areas of the composition demonstrate new approaches or characteristics.	Many elements of the composition express an original interpretation of the subject.	The work demonstrates ingenuity and a unique approach to the problem.	
<b>Creativity: Changing concepts and perception</b>	Work lacks creativity	Some areas of the work demonstrate creative expression	Work illustrates creative thinking.	Presence of inspiration. Intuitive insights.	
<b>Technical Ability</b>	Work suggests a lack of technical ability	Work suggests technical ability in some media	Work suggests technical ability in most media used.	Work demonstrates appropriate and necessary skills in all media used	
<b>Sensitivity to Media</b>	Unable to use media to communicate ideas effectively	Uses a variety of media to communicate ideas	Applies media with confidence and sensitivity	Uses media to solve challenging visual problems	
<b>Proficient in a variety of media</b>	Work does not demonstrate proficiency with media	Work demonstrates familiarity with one medium	Work demonstrates proficiency with 2 or more media	Work demonstrates proficiency of 3 or more media.	
<b>Overall Impression</b>	Work lacks consistency in selecting appropriate media and techniques	Body of artwork illustrates consistency in skills and knowledge	Artwork demonstrates appropriate media and techniques	All work demonstrates mastery of applied media and techniques	

\_\_\_\_\_ **TOTAL**

**Knowledge and Skill**

- A. What are your favorite art activities? Why?
- B. What are your favorite art materials? Why do you like those?
- C. Who are your favorite artists? What do you like about their artworks?

**Attitude and Interest**

- A. Do you spend time making art on your own? Where? How often?
- B. Why do you want to be in the gifted and talented program?
- C. What do you like most about art? Why?
- D. Why do you want to be in this artistically gifted and talented program?

**Other Sample Questions**

Grades 1–3

**Knowledge and Skill**

How would you use color to show happiness in a painting?

**Attitude and Interest**

What do you like about art?

What do you like to make in art and why?

**Grades 4–5****Knowledge and Skill**

What is your favorite art material to use and why?

Where have you seen art that you like? Why did you like it?

What is the difference between two-dimensional and three-dimensional artworks?

**Attitude and Interest**

Do you make art somewhere other than school? Where? How often?

Name someone whose artwork you like. Why do you like this person's artwork?

Student: \_\_\_\_\_

Grade: \_\_\_\_\_

Date: \_\_\_\_\_

School: \_\_\_\_\_

School district: \_\_\_\_\_

Using a 4-point scale, with 4 as the highest, rate the student on each of the following items:

\_\_\_\_\_ **Knowledge and Skill**\_\_\_\_\_ **Attitude and Interest**\_\_\_\_\_ **COMBINED TOTAL****Comments:**

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**Knowledge and Skill**

- A. What kinds of art do you like the most? Why?
- B. What are your favorite art materials? Why?
- C. Who do you think is the most important present-day or modern artist? Why?
- D. Who do you think is the most important artist of the past? Why?

**Attitude and Interest**

- A. What would you give up in order to be able to make art?
- B. Why do you want to be in the gifted and talented program?
- C. What do you like most about art? Why do you feel this way?
- D. Why do you want to be in this gifted and talented program?

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**Other Sample Questions****Grades 6–8****Knowledge and Skill**

Select an artwork from your portfolio that you believe is your best. Why do you believe this is your best work?

Name an artist who you admire. Why do you like this artist's work?

**Attitude and Interest**

Explain the most important thing that you have learned about art.

Why do you want to be in this artistically gifted and talented program?

## **Grades 9–12**

### **Knowledge and Skill**

What is your favorite medium to use and why?

Select an artwork from your portfolio and describe how you developed the composition.

Think of someone who has been influential in your choice to create art. How has this person influenced you?

Think of a well-known artist and explain how you believe this artist became known for his or her artwork.

### **Attitude and Interest**

How does your work in art affect your work in other subject areas?

What have you learned in art that will help you in your future?

Why do you want to be in this artistically gifted and talented program?



Student: \_\_\_\_\_

Grade: \_\_\_\_\_

Date: \_\_\_\_\_

School: \_\_\_\_\_

School district: \_\_\_\_\_

Using a 4-point scale, with 4 as the highest, rate the student on each of the following items:

**Knowledge and Skill**

\_\_\_\_\_ Ability to describe a variety of media

\_\_\_\_\_ Ability to describe art processes

\_\_\_\_\_ Specific knowledge of artists

\_\_\_\_\_ **TOTAL****Attitude and Interest**

\_\_\_\_\_ Communicates art as a priority

\_\_\_\_\_ Ability to justify selection for program

\_\_\_\_\_ Ability to support preferences

\_\_\_\_\_ **TOTAL**\_\_\_\_\_ **COMBINED TOTAL****Comments:**

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## **SAMPLE PROBATION POLICY**

### **SCHOOL NAME**

At the end of each semester, school name students are evaluated to determine their standing in the Arts Magnet program, with "good" standing requiring a "C+" (2.5) in the student's academic courses and a "B" (3.0) in his/her arts courses, along with fulfillment of the "extended-hours" requirement. Students not achieving "good" standing are placed on probation. Their parents are notified, and students are more closely monitored during the next semester. Students who make little or no improvement during their probation may be asked to withdraw from the program.

The intent of the probation process is to alert the student and parents/guardian that expectations are not being met. The instructional staff and support staff are committed to giving additional attention to the needs of any student on probation – extra time, tutoring, etc. It is the sincere hope that all students in a probationary status will become students in "good" standing in the next review session, which will be held at the end of the next semester.

A student falling short of expectations may be placed on probation for any one, or a combination, of the following reasons:

- ◆ ARTISTIC – a student will be placed on artistic probation if his/her GPA falls below a 3.0 in his/her art area.
- ◆ ACADEMIC – a student will be placed on academic probation if his/her GPA falls below a 2.5 in his/her academic classes.
- ◆ ARTISTIC DISCIPLINE – a student will be placed on probation for lack of commitment to the development of his/her craft, and/or for disrupting and/or impeding the creative efforts of others and development of ensemble necessary to the successful implementation of activities of the visual and performing arts.
- ◆ DISCIPLINE – a student will be placed on probation for excessive discipline problems as defined in the Student Agenda Book.
- ◆ ABSENCES – a student who is consistently absent without medical excuse or absence without approval of the Principal, will be placed on probation.
- ◆ EXTENDED HOURS – a student who does not fulfill the "extended hours" obligation will be placed on probation.

The time period for initial probationary status is one semester. It is a time for the student to make a sincere effort to improve. Students on probation are required to complete progress reports every three weeks.

Notice of the probation and interim reports require parent conferences to assure that all are informed of concerns for the student's efforts toward regaining a status of good standing at the end of the probation period.

## **DISMISSAL**

If the student makes significant progress, but does not achieve "good" standing in all areas by the end of the semester probationary period, the review faculty may extend the probation at their discretion. Should the recommendation of dismissal be the result of the probation period, the process of dismissal will be handled in a timely manner so that students may register for other appropriate courses in his/her zoned school if not zoned for attendance area.

## **APPEALS**

Should the student and his/her parents/guardian wish to appeal the dismissal, a Petition for Appeal, in letter-form, must be submitted to the Director within two calendar weeks from the dismissal date. An appeals conference will be scheduled after the Petition for Appeal letter has been received by the Director. The Director will arrange for necessary instructional, administrative and guidance staff to be in attendance at the appeals conference. A reassessment will be made of the student's status following the appeal, and the student and his/her parents/guardian will be notified of the status of the appeal within ten school days after the conference.

## **GRADUATION REQUIREMENTS**

To earn the Fine Arts Certificate upon graduation, students accepted into the school name must:

1. Earn, in addition to their core academic requirements, 6 credits in their major art area;
2. Complete an "extended-hours" requirement, determined by instructors in each art area, which will include after-school rehearsals, performances and other arts-related activities;
3. Complete a Senior Project based on the specific requirements of their art major.

**SAMPLE PROGRESS ALERT**  
**SCHOOL NAME**

TO: Parent/Guardian of \_\_\_\_\_  
Grade \_\_\_\_\_  
FROM: School Name  
RE: **Progress Alert**  
DATE: \_\_\_\_\_

The purpose of this memorandum is to alert you to our concern for the progress of your student here at the School Name. The following checked items are **areas of concern**:

- ☐ **Artistic Growth (i.e. development of craft in artistic endeavors)**
- ☐ **Academic Growth within the Arts Discipline (i.e. development of knowledge, understandings, insights in art area)**
- ☐ **Artistic Commitment (i.e. completion of work and fulfillment of extended hours requirement)**
  - ☐ **Inadequate Study Habits / Preparation**
  - ☐ **Inadequate Class Participation**
- ☐ **Academic Growth – GPA**
- ☐ **Artistic Discipline (i.e. Behavior / Attitude impeding creative progress and development of ensemble necessary to the visual and performing arts)**
- ☐ **Excessive Absences / Tardiness**
- ☐ **Other** \_\_\_\_\_

In order to maintain an on-going position in school name, improved status on all items checked above must be attained. If improvement is not evident at the end of the semester, the review committee will recommend probation.

Please contact the Guidance Office at 000-0000 to have a conference arranged with your student's teachers.

COMMENTS: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Teacher

\_\_\_\_\_  
Director

**SAMPLE INITIAL PROBATION REPORT**  
**SCHOOL NAME**

TO: Parent/Guardian of \_\_\_\_\_  
Grade \_\_\_\_\_  
FROM: School Name  
RE: **INITIAL PROBATION NOTICE**  
DATE: \_\_\_\_\_

Each department in the School Name conducts an interim evaluation of their students every semester. The purpose of this review is to examine the efforts of each student to assure that progress is being achieved. I regret to inform you that as a result of this review, \_\_\_\_\_ is being placed on probation and will remain on probation for \_\_\_\_\_ grading period(s). This probationary status indicates need for improvement in:

- ☐ **Artistic Growth (i.e. development of craft in artistic endeavors)**
- ☐ **Academic Growth within the Arts Discipline (i.e. development of knowledge, understandings, insights in art area)**
- ☐ **Artistic Commitment (i.e. completion of work and fulfillment of extended hours requirement)**
  - ☐ **Inadequate Study Habits / Preparation**
  - ☐ **Inadequate Class Participation**
- ☐ **Academic Growth – GPA**
- ☐ **Artistic Discipline (i.e. Behavior / Attitude impeding creative progress and development of ensemble necessary to the visual and performing arts)**
- ☐ **Excessive Absences / Tardiness**
- ☐ **Other** \_\_\_\_\_

During this probation period \_\_\_\_\_ is required to complete a School Name Progress Report every three weeks. These Report forms are to be distributed by the teacher in the student's art major. The Progress Report must be completed by each teacher on your student's schedule, must be shared with you, signed and returned to the student's art teacher.

If there is no improvement during this probation period, the student is in jeopardy of being withdrawn from the program. We recommend that you contact the Guidance Office at 000-0000 ext. 0000 to have a conference arranged with your student's teachers.

**ARTS AREA DISCIPLINE:**

**DEPARTMENT COMMENTS:**

\_\_\_\_\_  
Art Teacher

\_\_\_\_\_  
Director

**SAMPLE**  
**SCHOOL NAME PROGRESS REPORT**

STUDENT \_\_\_\_\_

Please Print

Subject / Period	Absences	Tardies	Artistic Discipline	Artistic Commitment	#Assignments Given	#Assignments Completed	Grade To Date	Teacher

COMMENTS: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

The student is required to complete Progress Reports every three weeks.

This report must be signed by the student's parent/guardian and turned in to the student's teacher on Monday of each week.

Parent/Guardian \_\_\_\_\_ Date \_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**South Carolina Code of Regulations  
(Unannotated)  
Current through State Register Volume 31, Issue 9, effective September 28, 2007.  
DISCLAIMER**

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(Statutory Authority: 1976 Code Sections 59-5-60, 59-30-10 et seq., 59-33-30, 59-53-1810)

**43-220. Gifted and Talented.** Artistic Gifted and Talented begins on page 83.

(Statutory Authority: S.C. Code Ann. Section 59-29-170 (Supp. 2002))

Purpose: The State Board of Education recognizes the need to provide gifted education services to identified students in grades one through twelve. These regulations provide the framework for provision of these services. All regulations must be followed in order to qualify for state funding.

In order to comply with the South Carolina Education Improvement Act of 1984, school districts must provide programs for all gifted and talented students at the elementary and secondary levels. These programs shall develop the unique talents of students.

**I. DEFINITIONS**

**A. Population**

1. Gifted and talented students are those who are identified in grades one through twelve as demonstrating high performance ability or potential in academic and/or artistic areas and therefore require an educational program beyond that normally provided by the general school program in order to achieve their potential.

2. Gifted and talented abilities for these regulations include

(a) Academic and Intellectual Ability: Students who have the academic and/or intellectual potential to function at a high level in one or more academic areas.

(b) Visual and Performing Arts: Students who have the artistic potential to function at a high performance level in one or more of the fine arts.

#### B. Terms

1. Demonstrating: making evident or establishing by reasoning; proving

2. Academic areas: any or all of the academic disciplines and performance skills that cross the disciplines to include research, technology, and reasoning

3. High level: functional or performance level set by the identification dimensions in these regulations

4. Confluent: blending and moving forward together

5. Multi-: more than one

6. Multiage classroom: regular classroom where gifted and talented students are served through grade placement above chronological grade placement

7. Screening: considering all students on consistent measures (Screening involves census testing to guarantee each student consideration in the identification process.)

8. Referral: considering one or more students based on recommendation or nomination (Each student referred must be assessed and reassessed as indicated in these regulations.)

9. Assessment: evaluation and re-evaluation of student aptitudes, attributes, and behaviors according to specified dimensions

10. Placement: evaluation of student profiles for service indications

11. Special school: full-time gifted and talented magnet school: full-time gifted and talented school-within-a-school

12. Special class: self-contained gifted and talented class organized around one or more disciplines

13. Resource room/pull-out: self-contained gifted and talented class that meets away from the regular classroom to provide the services established in these regulations

14. Regular classroom cluster/itinerant teacher: an intra-classroom model in which students in grades 1-2 receive services from the trained classroom teacher or an itinerant teacher

15. Academic discipline/disciplines: English language arts, mathematics, science, social studies, and foreign language

#### II. ACADEMICS



A. Program

1. Districts will submit a local gifted and talented program plan every three years and delineate progress on this plan annually. The South Carolina Department of Education will review the plan annually and provide written feedback to the districts. The South Carolina Department of Education shall establish a format and template for the plan. The following academic program requirements will be addressed in a district plan:

(a) curriculum, instruction, and assessment that maximize the potential of the identified students;

(b) support services that facilitate student learning (e.g., technology, guidance, academic support, staff development, academic competition);

(c) program models that facilitate the delivery of curriculum and instruction;

(d) a teacher-pupil ratio that fosters positive results; and

(e) appropriate and sufficient time in instruction to assure that the goals and objectives of the program are met.

2. To provide curriculum, instruction, and assessment that maximize the potential of the identified students, educational programs for academically gifted and talented students must reflect the following characteristics:

(a) content, process, and product standards that exceed the state-adopted standards for all students;

(b) goals and indicators that require students to demonstrate depth and complexity of knowledge and skills;

(c) instructional strategies that accommodate the unique needs of gifted learners;

(d) a confluent approach that incorporates acceleration and enrichment;

(e) opportunities for worldwide communication/research; and

(f) evaluation of student performance and program effectiveness.

3. Districts should reference the South Carolina Gifted and Talented Best Practices Manual for program models and curriculum requirements.

4. The models and teacher-pupil ratios that are approved for program service at respective grade levels are

Grades Approved Program Model Choices

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1-2 Regular Classroom/Itinerant Teacher (1:10)

Multiage Classroom (NA)

Resource Room/Pull-out (1:15)

3-5 Special School (1:25)

Special Class (1:25)

Resource Room/Pull-out (1:20)

6-8 Special School (1:25)

Special Class (1:25)

Resource Room/Pull-out (1:20)

9-12 Special School (1:25)

Special Class (1:25)

5. Extension Models, while encouraged to supplement service, may not be substituted for one of the Approved Program Model Choices. They include but are not limited to

Grades Extension Model

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1-2 After School/Summer Services

Individual Educational Plan

Grade/Subject Acceleration

Independent Study

Special Training/Services for Parents

3-5 Regular Classroom Cluster/Itinerant Model

After School/Summer Services

Independent Study

6-12 Mentorship/Internship

Regular Classroom Cluster/Itinerant Model

After School/Summer Services

Independent Study

Seminars

Exploratory Courses

6. A school or district may elect to serve students in any of the above Approved Program Models through a consortium agreement with other school districts. Other models developed by the school district must receive written approval annually from the South Carolina Department of Education.

7. An appropriate teacher-pupil ratio fosters positive results. The teacher-pupil ratios are listed beside the models in the chart above. Teachers shall be provided two hundred and fifty minutes per week or the equivalent for planning.

8. The program must provide appropriate and sufficient time to assure that the goals and objectives of the program are met. The following time requirements must be met by resource room/pull-out and regular classroom/itinerant teacher program models at respective grade levels to assure funding:

Grades Minimum Minutes Per Year

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1-3 4500

4-8 7200

The special school model requires full-time (academic) service. The special class model time requirements are 8100 minutes per year.

#### B. Identification of Population to be Served

1. The purposes of identification are (1) to find students who display characteristics of the gifted and talented; (2) to assess the aptitudes, attributes, and behaviors of each student; and (3) to evaluate each student for the purposes of placement. Student aptitudes, attributes, and behaviors will be identified, assessed, and reviewed through a multistep, multimodal, and multidimensional identification system.

2. Gifted and talented students may be found within any racial, ethnic, or socioeconomic group; within any nationality; within both genders; and within populations with physical disabilities, learning disabilities, or behavioral problems.

3. Identification is a multistep process, which consists of screening and referral, assessment of eligibility, and placement.

4. Districts should reference the South Carolina Gifted and Talented Best Practices Manual for the identification process.

5. The following students are deemed eligible for services with the approval of the District Evaluation Placement Team:

(a) students who were served and qualified by state regulations prior to 1999,

(b) students who meet the criteria in two out of three dimensions that follow,

(c) students who meet the 96th national age percentile composite score or higher (placement grades three through twelve) or the 98th national age percentile composite score or higher (placement grades one through two) on an individual or group aptitude test, and

(d) students identified in one South Carolina school district are eligible for services in any South Carolina school district.

## 6. Screening/Referral Procedures

(a) Districts shall screen all students by reviewing census aptitude and achievement test scores. Referrals from administrators, parents, teachers, and students must be accepted. Initial screening does not in itself guarantee placement.

(b) Districts shall include the following procedures in the screening/referral process:

(1) provide all parents/guardians with effective, written notice of the gifted education program, screening/referral procedures, and eligibility requirements;

(2) implement processes for identifying the academically gifted from all student populations;

(3) provide training/guidance regarding the characteristics of academic giftedness for teachers and other district staff involved in the identification process;

(4) use screening criteria and procedures that are directly related to the purpose of the gifted program (i.e., identifying all students with demonstrated potential for high academic performance as well as those who have demonstrated high achievement).

(c) All students with the potential for eligibility after screening and all students with referrals must continue into the assessment for eligibility phase of the identification process. The South Carolina Department of Education will establish procedures for screening and referral criteria with options for districts. Districts must use one of these options or obtain South Carolina Department of Education approval of an alternative proposal.

## 7. Assessment for Eligibility

(a) Districts must ensure that all assessment instruments/measures are reviewed for bias and accurately assess the abilities/skills/potential intended to be measured; these abilities/skills/potentials are consistent with the definition of population set forth in this regulation; and, to the extent that subjective assessment criteria are used, those individuals conducting the assessment are trained to ensure proper evaluation.

(b) No private testing will be accepted for eligibility, but those results may be considered for referral purposes.

(c) The following criteria organized by dimensions shall be used in the screening/referral/assessment processes of identification:

### (1) Dimension A: Reasoning Abilities

These students demonstrate high aptitude (93rd national age percentile or above) in one or more of these areas: verbal/linguistic, quantitative/mathematical, nonverbal, and/or a composite of the three.

a) Individual aptitude test (full-scale or component score)

b) Group aptitude test (composite, verbal, or nonverbal scores)

### (2) Dimension B: High Achievement in Reading and/or Mathematical Areas

These students demonstrate high achievement (94th national percentile and above or advanced status) in reading and/or mathematical areas as measured by nationally normed or South Carolina statewide assessment instruments. (See South Carolina Gifted and Talented Best Practices Manual for approved subtest areas.)

### (3) Dimension C: Intellectual/Academic Performance

These students demonstrate a high degree of interest in and commitment to academic and/or intellectual pursuits or demonstrate intellectual characteristics such as curiosity/inquiry, reflection, persistence/tenacity in the face of challenge and creative productive thinking. Characteristics for this dimension are demonstrated through

a) Evidence of commitment in academic disciplines through grades for placement in grades seven through twelve; the standard is 3.75 points on a 4.0 scale (See the glossary of terms for a listing of the academic disciplines.);

or

b) Assessments of performance on Project STAR for placement in Grades three through six... Instruments for these assessments will be maintained secure under S.C. Code Ann. Section 59-1-445 (1990), Section 59-1-445, Violations of mandatory test security; penalties; investigations. The performance standard for the primary level is sixteen on either the verbal or nonverbal assessments for placement into grade three and eighteen on either the verbal or nonverbal assessment for placement into grade four. The performance standard for the intermediate level is sixteen on the verbal or twenty-two on the nonverbal for placement into grade five and eighteen on the verbal or twenty-five on the nonverbal for placement into grade six. The qualifying standards for new forms of Project STAR will be equivalent to those of the base year.

(4) Districts will follow steps established by the Department of Education to guarantee no single criterion eliminates students from gifted program participation.

## 8. Placement

(a) The evaluation step in the identification process of gifted and talented students shall be the responsibility of an evaluation/placement team within the school or district. The team shall be composed of at least a teacher, an administrator, and a psychologist (if employed by the district) and may also include a guidance counselor and/or a community-related person whose training and expertise qualifies him or her to appraise the special competencies of students.

(b) The evaluation/placement team shall have the responsibility to interpret and evaluate student data in such a way that will insure appropriate placement. The evaluation/placement team may require additional assessment before determining student placement. Placement may involve a trial period for at least one semester but not more than one year. Criteria for trial placement shall be established in guidelines established by the South Carolina Department of Education. Students whose progress within the gifted and talented program at the end of trial placement is not deemed adequate by the evaluation/placement team may be withdrawn from the program.

(c) The evaluation/placement team will be responsible for developing appropriate written procedures for removing a student from the gifted program. The criteria for these procedures according to the program model shall be established by the South Carolina Department of Education by January 1, 2005. Removal from the program must be preceded by appropriate counseling with the student and conferences with the student's parents and teachers. Records of any assessment and evaluative measures and other student information must be maintained in a confidential manner.

(d) Students identified and served according to prior eligibility criteria will continue to be eligible for placement and funding provided their program service meets the requirements herein. Any student entering the program once these regulation amendments are effective shall be considered for placement based on the eligibility criteria herein.

## C. Staff

### 1. Teacher Qualifications

(a) Teachers must hold valid teaching certificates appropriate to the grade level(s) or subject area(s) included in the program.

(b) Each teacher of a state-funded gifted and talented course or class shall have completed a training program approved by the South Carolina Department of Education.

(1) Exception 1: Newly assigned teachers will have one year to meet gifted and talented training requirements.

(2) Exception 2: Teachers who have a master's degree or higher in gifted education may have this requirement waived upon approval of credentials by the South Carolina Department of Education.

### 2. Professional Development

Appropriate, ongoing staff development activities in gifted education shall be provided annually by the district.

## D. Reporting

1. Districts will report to the South Carolina Department of Education information, which includes, but is not limited to, student eligibility, screening, and referrals. Districts will annually collect and maintain, district statistical data on (1) the number, by race, of students referred for evaluation for eligibility for gifted education services; (2) the number, by race, of students determined eligible for services; (3) the number, by race, of students actually served during the school year; and (4) the number, by school, by grade, by race, by model, of students actually served during the school year.

2. Districts shall review annually the performance of gifted students on PACT, AP exams, IB exams, SAT, ACT, and similar college entrance tests. Districts shall summarize the performance of gifted students on these assessments and report trend data to the South Carolina Department of Education annually. These data will be disaggregated demographically and reported annually to the General Assembly.

3. Official enrollment reports to be used for funding purposes shall be submitted at the end of the 135-day enrollment period. The enrollment reports shall be submitted on forms to be furnished by the South Carolina Department of Education.

## E. Funding

### 1. Allocation of Funds

The South Carolina Department of Education will annually calculate each district's allocation based on the number of gifted and talented students projected to be served in each district as it relates to the total of all such students in the state. Unobligated funds, which become

available during the fiscal year (July 1-June 30) will be redistributed to serve additional eligible students.

## 2. Distribution of Funds

School districts will be authorized to expend allocated funds on students meeting the eligibility criteria of prior regulations and students meeting the eligibility criteria and being served in approved programs. Distribution of funds will be made periodically with a final adjustment occurring at the end of the 135-day attendance reporting period for regular academic programs.

## 3. Base Allocation for School Districts with Small Enrollments

School districts identifying and serving, according to the State Board of Education Regulations, forty students or less shall receive a minimum funding of \$15,000 annually for academic programs.

## F. Expenditures and Accounting Procedures

1. State funds provided for gifted and talented programs must impact directly on students served in accordance with provisions of the State Board of Education Regulations. Accounting procedures shall conform to those outlined in the Financial Accounting Handbook issued by the South Carolina Department of Education. The entire allocation must be used directly for gifted and talented related expenditures.

2. A supplemental schedule shall be required in the school district's annual audit under the single audit concept.

# III. Artistic

## A. Program

1. Districts shall develop a written plan to include the following artistic requirements:

(a) curriculum, instruction, and assessment that maximize the potential of the identified students;

(b) support services that facilitate student learning (e.g., technology, guidance, artistic support, staff development, artistic competition);

(c) program models that facilitate the delivery of instruction;

(d) a teacher-pupil ratio that fosters positive results; and

(e) appropriate and sufficient time in instruction to assure that the goals and objectives of the program are met.

2. To provide curriculum, instruction, and assessment that maximize the potential of the identified students, educational programs for the artistic gifted and talented students must reflect the following characteristics:

(a) content, process, and product standards that exceed the state-adopted arts standards for all students;

(b) goals and indicators that require students to demonstrate depth and complexity of knowledge and skills;

(c) instructional strategies that accommodate the unique needs of gifted learners;

(d) opportunities for worldwide communication/research; and

(e) evaluation of student performance and program effectiveness.

### 3. Program Models

(a) Visual and performing arts programs may be offered during the regular school year or during the summer for grades one through twelve. Visual and performing arts programs shall focus on creative expression in one or more of the following areas: dance, drama, music, and/or visual arts. A diversified arts program encompassing the disciplines of dance, drama, music, and visual arts may be offered in grades one through six. (A diversified program is one in which students take a variety of disciplines, typically in a summer program.) The program models are in-school programs, after-school programs, summer programs, Saturday programs, and consortium programs. Combinations of the approved program models are also acceptable.

(b) A school district may elect to serve students in any of the models through consortium agreement with other school districts.

### 4. Length of Time in Models

Academic School Year (In-school, after-school, and Saturday Programs)

Grades Minimum Minutes Per Year

-----

1-3 4500

4-8 7200

9-12 8100

Summer Programs (30 days in length) Saturday Programs (minimum 30 Saturdays)

Grades Minimum Hours per Day

-----

1-3 2 1/2 hours

4-8 4 hours

9-12 5 hours

5. Teacher-Pupil Ratios: an appropriate teacher-pupil ratio fosters positive results. Districts should reference the South Carolina Gifted and Talented Best Practices Manual for further information.



## B. Identification of Population to be Served

1. The purposes of identification are (1) to find students who display talent beyond that of their peers in one or more artistic areas; (2) to assess the aptitudes, attributes, and behaviors of each student; and (3) to evaluate each student for the purposes of referral.

2. Gifted and talented students may be found within any racial, ethnic, or socioeconomic group; within any nationality; within both genders; and within populations with physical disabilities, learning disabilities, or behavioral problems.

C. Identification/Selection is a four-step process, which consists of referral, recommendation, demonstration, and placement.

### 1. Referral Procedures

(a) Students may be referred by a teacher, administrator, parent, self, or a peer using a South Carolina Department of Education -approved instrument appropriate to the visual and performing arts area, to include creativity and expressive qualities. The referral should be used to identify students who have an aptitude for the arts and may benefit from intense exploration and in-depth study in one or more of the arts. The initial referral does not itself guarantee placement.

(b) Districts shall include the following procedures in the referral process:

(1) provide all parents/guardians with effective, written notice of the gifted education program, referral procedures, and eligibility requirements;

(2) implement processes for identifying artistically gifted from all student populations;

(3) provide training/guidance regarding characteristics of the artistically gifted for teachers and other district staff involved in the identification process;

(4) use referral criteria and procedures that are directly related to the purpose of the artistically gifted program; and

(5) reference the South Carolina Gifted and Talented Best Practices Manual for appropriate forms for the referral process.

### (c) Assessment for Eligibility

Districts shall establish a review team comprised of at least three individuals to include an arts teacher, an administrator, and a community person with experience in the arts. The team shall ensure that all assessment instruments/measures are reviewed for bias and accurately assess the abilities/skills/potentials intended to be measured and, to the extent that subjective assessment criteria are used, that those individuals conducting the assessment are trained to ensure proper evaluation.

### 2. Recommendation Form

(a) A recommendation form, which may be combined with the referral form, consisting of a checklist to assist with identifying the gifted artistic student will be completed by the dance teacher, the physical education teacher, the classroom teacher, the drama teacher (or the classroom teacher in the elementary school or middle school if the middle school does not have a drama teacher), the music teacher, or the visual arts teacher.

(b) A teacher should base responses to the checklist on student behaviors that were observed throughout the school year.

(c) Districts should refer to the South Carolina Gifted and Talented Best Practices Manual for recommendation forms and checklists.

### 3. Demonstration/Audition

(a) The demonstration/audition should enable the evaluation-placement team to determine a student's artistic potential to function at a high level in one or more of the arts.

(b) The demonstration/audition must also include either a student interview or questionnaire to assist the evaluation-placement team in determining suitability for placement.

(c) Students will be rank ordered using results from the demonstration/audition and the student interview or questionnaire.

(d) Parents of referred students may decide not to proceed with the demonstration/audition.

### 4. Placement

(a) The placement of gifted and talented students should be the responsibility of the evaluation-placement team comprised of one member of the arts faculty or district arts staff, an administrator, and an additional member from the community who has expertise in the arts area for which the student has been referred.

(b) The evaluation-placement team shall interpret and evaluate student data in such a way that will insure appropriate placement. The team may require additional assessment before determining student placement. Placement may involve a trial period for at least one semester but not more than one year. Students whose progress within the program are not deemed adequate by the team may be withdrawn from the program.

(c) The team will be responsible for developing appropriate written procedures for removing a student from the gifted program. Removal from the program must be preceded by appropriate counseling with the student and conferences with the student's parents and teachers. Records of any assessment and evaluative measures and other student information must be maintained in a confidential manner.

### D. Staff

1. Teacher Qualifications for a Visual and Performing Arts Program: Teachers must hold a valid teaching certificate appropriate to the grade level(s) or subject area(s) included in the program. Professionals in the visual and performing arts may teach in the gifted and talented program if serving in the program under the supervision of the appropriate district personnel.

2. Professional Development: Appropriate, ongoing staff development activities related to serving gifted and talented students shall be provided by the district annually.

### E. Reporting

1. Districts will report to the South Carolina Department of Education information that includes, but is not limited to, student eligibility and referrals. Districts will annually collect and maintain district statistical data on (1) the number, by race, of students referred for evaluation; (2) the number, by race, of students determined eligible for services; and (3) the

number, by race, by school, by grade, by arts area, of students actually served during the school year.

2. Official enrollment reports shall be submitted annually on appropriate South Carolina Department of Education forms.

3. Districts will submit a local gifted and talented program plan every three years and delineate progress on these plans annually. The South Carolina Department of Education will review the plans annually and provide written feedback to the districts. The South Carolina Department of Education will provide a format and template for the plans.

#### F. Funding

Distribution of Funds: School districts will be authorized to expend allocated funds on students meeting eligibility criteria and being served in approved programs. Programs initiated prior to June 30 will be funded from that fiscal year's allocation.

#### G. Expenditures and Accounting Procedures

1. State funds provided for gifted and talented programs must impact directly on students served in accordance with provisions of the State Board of Education Regulations. Accounting procedures shall conform to those outlined in the Financial Accounting Handbook issued by the South Carolina Department of Education. The entire allocation must be used directly for gifted and talented related expenditures.

2. A supplemental schedule shall be required in the school district's annual audit under the single audit concept.